SPICE UP

11

TEACHER'S BOOK

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

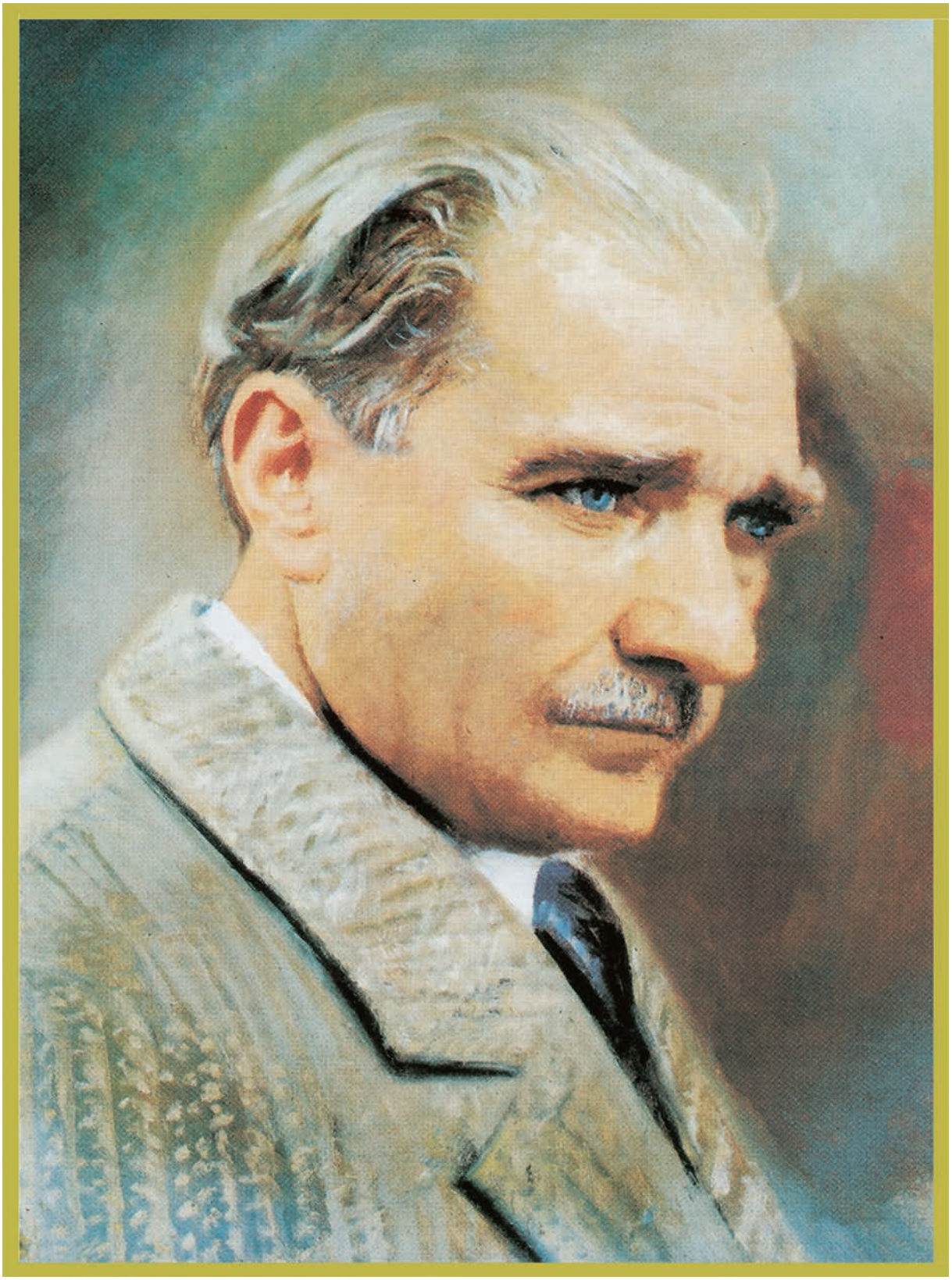
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

CONTENTS

Table Of Contents ..... 8 - 11

Introduction 12

Overview ..... 13 -14

Theme 1 **FUTURE JOBS** ..... 16 - 31

Theme 2 **HOBBIES AND SKILLS** ..... 32 - 47

Theme 3 **HARD TIMES** ..... 48 - 63

Theme 4 **WHAT A LIFE** ..... 64 - 79

Theme 5 **BACK TO THE PAST** ..... 80 - 95

Theme 6 **OPEN YOUR HEART** ..... 96 - 111

Theme 7 **FACTS ABOUT TÜRKİYE** ..... 112 - 127

Theme 8 **SPORTS** ..... 128 - 143

Theme 9 **MY FRIENDS** ..... 144 - 159

Theme 10 **VALUES AND NORMS** ..... 160 - 175

Workbook Answer Key ..... 177 - 216

Listening Scripts ..... 217 - 232

Word List ..... 233 - 234

Visual References 234

TABLE OF CONTENTS

Theme	Functions	Grammar	Vocabulary
Theme 1 FUTURE JOBS A. SUCCESS AHEAD B. TOUCHING SOFTLY TO HEARTS C. SET THE APPOINTMENT, GET THE DEAL D. WRITING A LETTER OF INTENT **pp. 23-30**	• Making plans and predictions • Making an appointment • Talking on the phone	• Future Tenses will/be going to • Present Continuous Tense for future	• Vocabulary related to careers and workday activities • Names of the future jobs • Idioms of the theme
Theme 2 HOBBIES AND SKILLS A. HOBBIES TO ENRICH MIND B. WITH FLYING COLOURS C. FROM WILL TO SKILL D. WRITING ABOUT INTERESTS AND ABILITIES **pp. 31-38**	• Expressing likes, dislikes and interests • Expressing preferences • Talking about present and past abilities	• Can/Could • Prefer/Would rather	• Vocabulary related to hobbies, skills and interests • Expressions of likes and dislikes • Idiom of the theme
Theme 3 HARD TIMES A. GOING THE EXTRA MILE B. AN UPHILL CLIMB C. OLD HABITS DIE HARD D. WRITING AN OPINION ESSAY **pp. 39-46**	• Describing events happening at the same time in the past • Explaining people's habits in the past	• Simple Past Tense • Used to	• Vocabulary related to past habits and experiences • Idiom of the theme
Theme 4 WHAT A LIFE A. ONCE YOU CHOOSE HOPE, ANYTHING IS POSSIBLE! B. BEHIND EVERY PERSON LIES A STORY C. LITTLE KIDS, BIG DREAMS D. WRITING AN ESSAY ABOUT A WELL-KNOWN TURKISH FIGURE **pp. 47-54**	• Describing places, people and events in the past • Ordering events • Talking about personal experiences in the past	• Simple Past Tense • Past Continuous Tense • Past Perfect Tense	• Vocabulary related to ordering past events and personal experiences • Idiom of the theme
Theme 5 BACK TO THE PAST A. NO REGRETS, JUST LESSONS B. WORDS OF WISDOM C. LEARN FROM THE PAST D. WRITING REGRETS ON SOCIAL MEDIA **pp. 55-62**	• Expressing wishes and regrets for past events • Talking about unreal past events	• If conditional - Type 3 • Past wishes	• Vocabulary related to wishes and regrets • Idiom of the theme

Listening & Reading	Speaking & Writing	Pronunciation	CLIL
• Listening to a dialogue about a chef • Reading a text about a successful entrepreneur • Reading job ads, a CV and a letter of intent	• Talking about future plans and predictions • Making an appointment on the phone • Writing a letter of intent	• Contraction of will and am/is/are going to in positive and negative sentences	• Psychology
• Listening to a conversation about preferences, likes and interests • Listening to a conversation about hobbies • Reading a text on present and past abilities • Reading an application email for a school club	• Talking about preferences, likes and interests • Asking and answering questions about present and past abilities • Filling out an application form • Writing an email to apply for a school club	• Pronunciation of -s endings (in plurals & third person singular)	• ICT
• Listening to a podcast about the life of a homeless person • Reading a text on the hard times of a person • Reading a text describing past habits	• Talking about past habits • Talking about a personal experience in the past • Retelling a story on a challenge • Completing a story • Writing an opinion essay	• Differentiating between rising and falling intonation	• Health
• Listening to a text and ordering the events and identifying expressions in it • Reading the biography of a famous person and ordering the events	• Sharing personal experiences in the past • Describing people, places and events in the past • Writing an essay about a well-known figure from Turkish history	• Practising pronunciation of -ed sounds following voiced and unvoiced consonant sounds and following /t/-/d/ sounds	• Art
• Listening to conversations to identify expressions related to unreal past events • Listening to the people talking about their regrets and wishes • Reading a letter to distinguish the expressions of wishes, regrets and unreal past	• Talking about regrets and wishes about past events • Asking and answering questions about unreal past events • Making comments on common regrets • Writing opinions and regrets according to #Iwish	• Practising contraction of had/would	• History

Theme	Functions	Grammar	Vocabulary
Theme 6 OPEN YOUR HEART A. HONESTY IS THE BEST POLICY B. A MILLION LITTLE PIECES BEHIND EVERY SMILE C. CRITICISMS ACCEPTED! D. WRITING A LETTER OF COMPLAINT **pp. 63-70**	• Expressing degrees of certainty in the past • Expressing criticism for the events in the past	• Past Modals, could have V_3, might have, should have, must have	• Vocabulary related to feelings and emotions • Idioms of the theme
Theme 7 FACTS ABOUT TÜRKİYE A. A UNIQUE PIECE OF HISTORY B. HEAVEN FROM THE WEST TO THE EAST C. SCENIC OR HISTORIC? D. WRITING A BLOG POST **pp. 71-78**	• Talking about landmarks and monuments • Describing cities and historic sites • Asking for and giving more detailed information	• Passive Voice/ Present and Past	• Vocabulary related to describing historical places and geographical features • Idiom of the theme
Theme 8 SPORTS A. TUMBLING, TURNING AND TWISTING B. ONLY A FASHION OR A TRUE PASSION C. AN INTERVIEW WITH THE MASTER OF WATER D. WRITING A REPORT OF AN INTERVIEW **pp. 79-86**	• Reporting news • Making interview • Talking about sports	• Reported Speech	• Vocabulary related to sports and extreme sports • Idioms of the theme
Theme 9 MY FRIENDS A. HAVE A SOFT SPOT FOR GOODNESS B. WORTH PRAISING INDIVIDUALS C. KNOW ME INSIDE OUT D. WRITING ABOUT MY HOMETOWN **pp. 87-94**	• Describing events, places and people • Asking for and giving clarification	• Relative Clause	• Vocabulary related to describing people, places or events • Idiom of the theme
Theme 10 VALUES AND NORMS A. HUMAN VALUES IN THE AGE OF ARTIFICIAL INTELLIGENCE B. VARIETY IS THE SPICE OF LIFE C. GO EVERYWHERE WITH ALL YOUR HEART D. WRITING SLOGANS ABOUT MORAL AND SOCIAL VALUES **pp. 95-102**	• Expressing opinions • Exchanging ideas • Making comments	• either...or/ neither...nor/ both...and/ not only...but also	• Vocabulary related to values and norms • Idiom of the theme

Listening & Reading	Speaking & Writing	Pronunciation	Clil
• Listening to mini dialogues about a fun mystery • Reading short texts to draw conclusions	• Criticizing actions in the past • Making deductions • Writing a letter of complaint	• Practising the pronunciation of contraction in past modals	• Music
• Listening to a podcast describing a historical site in Türkiye • Reading a guide on historical sites in Türkiye • Reading a blog post on a place to visit in Türkiye	• Giving a presentation on a monument or a historical site • Making an interview about a place they have visited • Writing a blog post to recommend a place in Türkiye	• Practising the pronunciation of /wɒz/ and /wəz/	• Geography
• Listening to a podcast about extreme sports • Reading a digital magazine about extreme sports	• Exchanging opinions about extreme sports • Making an interview with a sportsperson • Reporting ideas, news to a friend • Writing an interview report	• Rising and falling intonation in questions	• PE
• Listening to a radio programme about fundraising events • Reading a newspaper article describing the success of two scientists • Reading a city booklet	• Describing fundraising events • Asking and answering questions to clarify a person • Writing an article for a school magazine • Preparing a city booklet	• Practising the pronunciation of assimilation-elision	• Poetry
• Listening to a talk show and identifying the topic and the main idea • Reading a text and distinguishing the main idea from the supporting details	• Exchanging ideas about values and practices • Making comments about moral values and norms in different cultures • Writing an essay about the effects of values and norms in a society • Writing slogans about spiritual, moral and social values	• Practising the sounds of /iː/ and /aɪ/	• Sociology

INTRODUCTION

Grade 11 is a secondary-level course for Ss studying English at CEFR level B1/B1+, in accordance with the ELT programme of Turkish National Education. It allows a flexibility of approach which makes it suitable for classes of all kinds including mixed ability classes.

Grade 11 consists of ten themes. Each theme consists of four modules plus Here We Go&Spotlight and CLIL sections. The book provides systematic preparation in all four language skills required at this level: listening, speaking, reading and writing. The corresponding themes in the *Workbook* provide the option of additional practice. To make lessons more interactive and fun, the course also has digital course materials, including theme presentations, evaluation sections and QR code classroom activities.

Student's Book

The Student's Book is the main component of the course. Each theme is based on a single topic and begins with the Spotlight section, a brief overview of what will be covered in the theme. In each theme, there are four modules, A/B/C/D, which contain listening tasks, speaking practice, vocabulary, pronunciation, reading texts and writing. The topics covered in the modules are of general interest. All themes follow the same basic structure.

Listening Skills and Speaking Skills

Ss develop their listening skills through a variety of tasks. These tasks employ the vocabulary and grammar practised in each theme, thus reinforcing understanding of the language taught in the theme.

Controlled speaking activities have been carefully designed to allow Ss guided practice before leading them to freer speaking activities.

The sections provide practice in real-life communication. Standard expressions and language structures associated with realistic situations are extensively practised.

Vocabulary

Vocabulary is practised through various types of exercises. A particular feature of the book is the teaching of phrasal verbs and prepositional phrases.

Reading Skills

The reading texts practise specific reading skills such as skimming, scanning, understanding text structure, intensive reading for specific purposes and so on. The texts are usually exploited in four stages: a warm-up activity to intrigue students, pre-reading activities, while-reading activities and post-reading activities (oral reproduction and written reproduction).

Pronunciation

Pronunciation activities help Ss recognise sounds and reproduce them correctly. There are also intonation activities which help Ss improve their intonation patterns.

Writing Skills

The writing sections have been carefully designed to help Ss systematically develop their writing skills. A model text is usually presented and thoroughly analysed. All writing activities are based on realistic types and styles of writing, such as letters, emails, descriptions, essays and stories.

CLIL (Content Language Integrated Learning)

Each theme is accompanied by a CLIL section, which enables Ss to link the theme to a subject from their school curriculum. Each CLIL section helps Ss contextualise the language they have learned by relating it to their own personal frame of reference. There are lively and creative tasks which stimulate Ss.

Workbook

The Workbook 10 for Spice Up is in full colour and has a variety of challenging tasks and motivating exercises divided into clear sections for Listening&Speaking, Reading&Writing, Vocabulary and Language in use. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book.

Teacher's Book

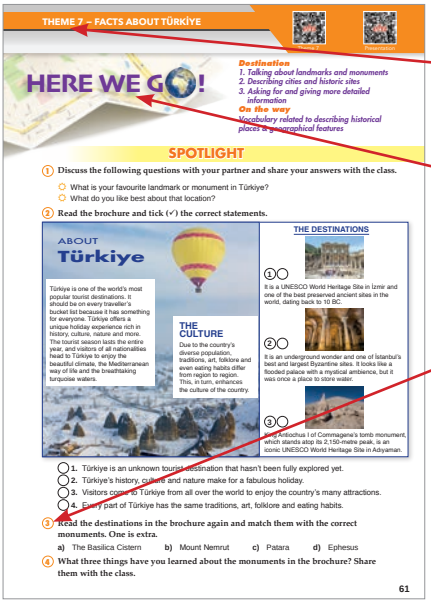
The Teacher's Book for the Student's Book contains step-by-step teaching notes, extra ideas for optional activities and a full key to the exercises in the Student's Book and the Workbook. This book also includes the audio scripts of the listening exercises.

Abbreviations

Ss: Students

SK: Suggested Key

STUDENT'S BOOK OVERVIEW


THEME 7 – FACTS ABOUT TÜRKİYE

HERE WE GO!

Destination
1. Talking about landmarks and monuments
2. Describing cities and historic sites
3. Asking for and giving more detailed information

On the way
Vocabulary related to describing historical places & geographical features

SPOTLIGHT

① Discuss the following questions with your partner and share your answers with the class.
- What is your favourite landmark or monument in Türkiye?
- What do you like best about that location?

② Read the brochure and tick (✓) the correct statements.

ABOUT Türkiye

Türkiye is one of the world's most popular tourist destinations. It should be on every traveller's bucket list because it has something for everyone. Türkiye offers a unique holiday experience rich in history, culture, nature and more. The tourist season lasts the entire year, and visitors of all nationalities head to Türkiye to enjoy the beautiful climate, the Mediterranean way of life and the breathtaking turquoise waters.

THE CULTURE

Due to the country's diverse population, traditions, art, folklore and even eating habits differ from region to region. This, in turn, enhances the culture of the country.

THE DESTINATIONS

1. It is a UNESCO World Heritage Site in İzmir and one of the best preserved ancient sites in the world, dating back to 10 BC.
2. It is an underground wonder and one of Istanbul's best and largest Byzantine sites. It looks like a flooded palace with a mystical ambience, but it was once a place to store water.
3. King Antiochus I of Commagene's tomb monument, which stands atop its 2,150-metre peak, is an iconic UNESCO World Heritage Site in Adıyaman.

1. Türkiye is an unknown tourist destination that hasn't been fully explored yet.
2. Türkiye's history, culture and nature make for a fabulous holiday.
3. Visitors come to Türkiye from all over the world to enjoy the country's many attractions.
4. Every part of Türkiye has the same traditions, art, folklore and eating habits.

③ Read the destinations in the brochure again and match them with the correct monuments. One is extra.

a) The Basilica Cistern b) Mount Nemrut c) Patara d) Ephesus

④ What three things have you learned about the monuments in the brochure? Share them with the class.

61

The name and number of the theme are given on the upper left corner of the page.

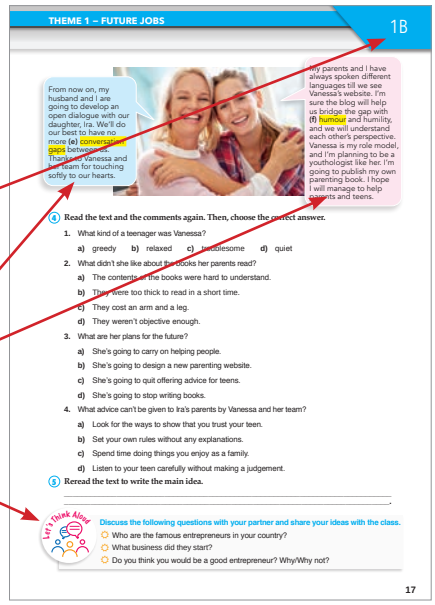
Functions and vocabulary related to each theme are stated in 'Here We Go' part throughout the book.

Spotlight activities are used to get Ss (students) ready for the theme.

Contents are designed in four modules: A, B, C and D to integrate the main language skills in class activities.

Authentic and up to date reading texts are widely used to raise Ss' interests.

To initiate a class talk, various questions are available in 'Let's Think Aloud' part throughout the book.


THEME 1 – FUTURE JOBS 1B

From now on, my husband and I are going to develop an open dialogue with our daughter, Ira. We'll do our best to have no more (e) conversation gaps between us. Thanks to Vanessa and her team for touching softly to our hearts.

My parents and I have always spoken different languages till we see Vanessa's website. I'm sure the blog will help us bridge the gap with (f) humour and humility, and we will understand each other's perspective. Vanessa is my role model, and I'm planning to be a youthologist like her. I'm going to publish my own parenting book. I hope I will manage to help parents and teens.

④ Read the text and the comments again. Then, choose the correct answer.

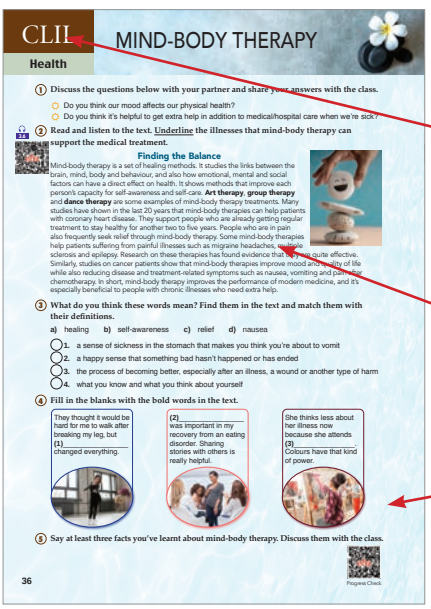
1. What kind of a teenager was Vanessa?
   a) greedy b) relaxed c) troublesome d) quiet
2. What didn't she like about the books her parents read?
   a) The contents of the books were hard to understand.
   b) They were too thick to read in a short time.
   c) They cost an arm and a leg.
   d) They weren't objective enough.
3. What are her plans for the future?
   a) She's going to carry on helping people.
   b) She's going to design a new parenting website.
   c) She's going to quit offering advice for teens.
   d) She's going to stop writing books.
4. What advice can't be given to Ira's parents by Vanessa and her team?
   a) Look for the ways to show that you trust your teen.
   b) Set your own rules without any explanations.
   c) Spend time doing things you enjoy as a family.
   d) Listen to your teen carefully without making a judgement.

⑤ Reread the text to write the main idea.

Let's Think Aloud

Discuss the following questions with your partner and share your ideas with the class.
- Who are the famous entrepreneurs in your country?
- What business did they start?
- Do you think you would be a good entrepreneur? Why/Why not?

17


CLIL MIND-BODY THERAPY

Health

① Discuss the questions below with your partner and share your answers with the class.
- Do you think our mood affects our physical health?
- Do you think it's helpful to get extra help in addition to medical/hospital care when we're sick?

1.1 ② Read and listen to the text. Underline the illnesses that mind-body therapy can support the medical treatment.

Finding the Balance

Mind-body therapy is a set of healing methods. It studies the links between the brain, mind, body and behaviour, and also how emotional, mental and social factors can have a direct effect on health. It shows methods that improve each person's capacity for self-awareness and self-care. **Art therapy**, **group therapy** and **dance therapy** are some examples of mind-body therapy treatments. Many studies have shown in the last 20 years that mind-body therapies can help patients with coronary heart disease. They support people who are already getting regular treatment to stay healthy for another two to five years. People who are in pain also frequently seek relief through mind-body therapy. Some mind-body therapies help patients suffering from painful illnesses such as migraine headaches, multiple sclerosis and epilepsy. Research on these therapies has found evidence that they are quite effective. Similarly, studies on cancer patients show that mind-body therapies improve mood and quality of life while also reducing disease and treatment-related symptoms such as nausea, vomiting and pain. For chemotherapy. In short, mind-body therapy improves the performance of modern medicine, and it's especially beneficial to people with chronic illnesses who need extra help.

③ What do you think these words mean? Find them in the text and match them with their definitions.

a) healing b) self-awareness c) relief d) nausea

1. a sense of sickness in the stomach that makes you think you're about to vomit
2. a happy sense that something bad hasn't happened or has ended
3. the process of becoming better, especially after an illness, a wound or another type of harm
4. what you know and what you think about yourself

④ Fill in the blanks with the bold words in the text.

They thought it would be hard for me to walk after breaking my leg, but (1) _____ changed everything.

(2) _____ was important in my recovery from an eating disorder. Sharing stories with others is really helpful.

She thinks less about her illness now because she attends (3) _____. Colours have that kind of power.

⑤ Say at least three facts you've learnt about mind-body therapy. Discuss them with the class.

Progress Check

36

Content and Language Integrated Learning enables Ss to focus on multiple subjects, including science, history, and geography, through a variety of activities.

Interesting topics provide a new depth to the class and encourage Ss to get the most out of the subject by learning the terminology.

A variety of visuals are used to make the contents more appealing.

1.1 → This icon is used for listening activities.

→ This code is used for various activities throughout the book.

WORKBOOK OVERVIEW

The name and number of the theme are given on the upper left corner of the page.

Perceptive and productive skills are covered together on the first two pages throughout the book.

THEME 2 – HOBBIES AND SKILLS

LISTENING

1. Listen to the dialogues (1-3) and match them with the hobbies in the photos. One is extra.

a b c d

2. Listen to the dialogues again and complete the sentences with the words or phrases you hear.

1. I _____ doing crafts, so it may be something related to that.
2. Would you be _____ giving it a shot?
3. I'm really _____ different types of candles.
4. I _____ do something creative than a work-like hobby.
5. You know me, I'm _____ artistic and creative work.
6. It's my brother's favourite pastime, but I'm _____ it.
7. Is it because you _____ spending time in the kitchen?
8. Certainly, but I just _____ tasting meals instead of cooking.

SPEAKING

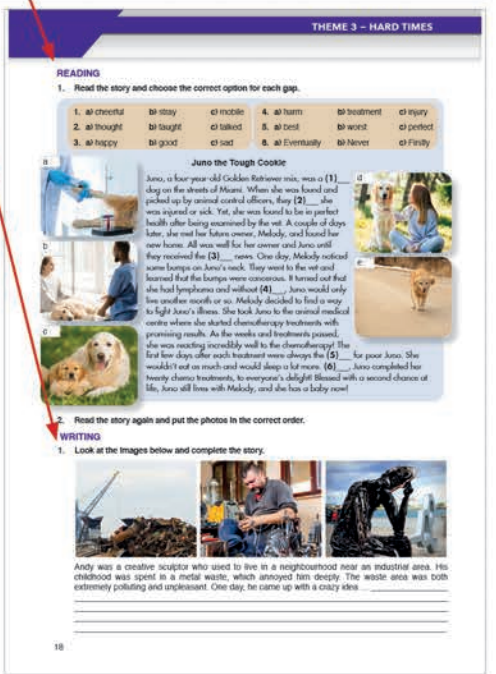
1. a) Complete the dialogue with the correct option. One is extra.

a) What could your mum and dad do?
b) So, can you still carry on gardening work?
c) What things could you do in the garden?
d) Where could you do the gardening?
e) Could your brother help you with the work?

Jade: My favourite pastime as a child was spending time in our garden with my family.
Sam: Lovely! (1)___
Jade: I could water the entire garden by myself. I could also dig holes and plant the seeds.
Sam: (2)___
Jade: Although he was very young, he could water the fruit trees.
Sam: (3)___
Jade: Mum couldn't do very tiring work because of her knees. She was able to reap each day's harvest, though. Dad could prepare a wonderful breakfast with the freshly picked herbs.
Sam: What a great story! (4)___
Jade: Since I've lived in the city for many years, I can't do these things anymore. However, I'm planning to start an urban gardening project with a few friends.
Sam: You can count me in!

b) Prepare a similar dialogue including your present and past abilities. Then, act it out.

13


THEME 3 – HARD TIMES

READING

1. Read the story and choose the correct option for each gap.

1. a) cheerful	b) stray	c) mobile	4. a) harm	b) treatment	c) injury
2. a) thought	b) taught	c) talked	5. a) best	b) worst	c) perfect
3. a) happy	b) good	c) sad	6. a) Eventually	b) Never	c) Finally

Juno the Tough Cookie

Juno, a four-year-old Golden Retriever mix, was a (1)___ dog on the streets of Miami. When she was found and picked up by animal control officers, they (2)___ she was injured or sick. Yet, she was found to be in perfect health after being examined by the vet. A couple of days later, she met her future owner, Melody, and found her new home. All was well for her owner and Juno until they received the (3)___ news. One day, Melody noticed some bumps on Juno's neck. They went to the vet and learned that the bumps were cancerous. It turned out that she had lymphoma and without (4)___, Juno would only live another month or so. Melody decided to find a way to fight Juno's illness. She took Juno to the animal medical centre where she started chemotherapy treatments with promising results. As the weeks and treatments passed, she was reacting incredibly well to the chemotherapy! The first few days after each treatment were always the (5)___ for poor Juno. She wouldn't eat as much and would sleep a lot more. (6)___, Juno completed her twenty chemo treatments, to everyone's delight! Blessed with a second chance at life, Juno still lives with Melody, and she has a baby now!

2. Read the story again and put the photos in the correct order.

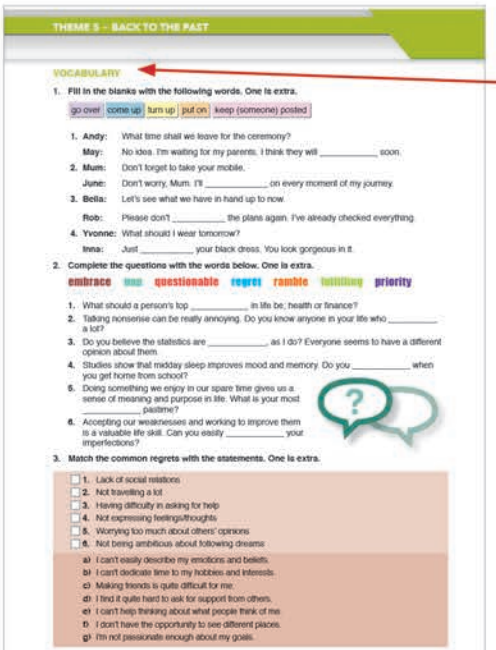
WRITING

1. Look at the images below and complete the story.

Andy was a creative sculptor who used to live in a neighbourhood near an industrial area. His childhood was spent in a metal waste, which annoyed him deeply. The waste area was both extremely polluting and unpleasant. One day, he came up with a crazy idea. ___

18

The third page is designed to review the vocabulary given in the coursebook.


THEME 5 – BACK TO THE PAST

VOCABULARY

1. Fill in the blanks with the following words. One is extra.

go over | come up | turn up | put on | keep (someone) posted

1. **Andy:** What time shall we leave for the ceremony?
   May: No idea. I'm waiting for my parents. I think they will _____ soon.
2. **Mum:** Don't forget to take your mobile.
   June: Don't worry, Mum. I'll _____ on every moment of my journey.
3. **Bella:** Let's see what we have in hand up to now.
   Rob: Please don't _____ the plans again. I've already checked everything.
4. **Yvonne:** What should I wear tomorrow?
   Inna: Just _____ your black dress. You look gorgeous in it.

2. Complete the questions with the words below. One is extra.

embrace | map | questionable | regret | ramble | fulfilling | priority

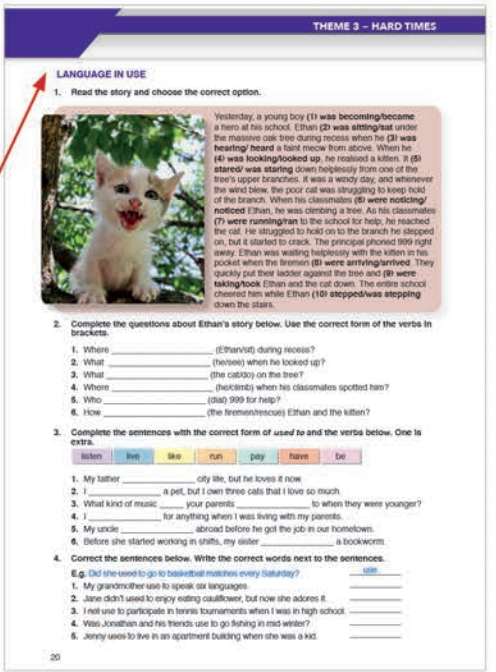
1. What should a person's top _____ in life be; health or finance?
2. Talking nonsense can be really annoying. Do you know anyone in your life who _____ a lot?
3. Do you believe the statistics are _____, as I do? Everyone seems to have a different opinion about them.
4. Studies show that midday sleep improves mood and memory. Do you _____ when you get home from school?
5. Doing something we enjoy in our spare time gives us a sense of meaning and purpose in life. What is your most _____ pastime?
6. Accepting our weaknesses and working to improve them is a valuable life skill. Can you easily _____ your imperfections?

3. Match the common regrets with the statements. One is extra.

1. Lack of social relations
2. Not travelling a lot
3. Having difficulty in asking for help
4. Not expressing feelings/thoughts
5. Worrying too much about others' opinions
6. Not being ambitious about following dreams

a) I can't easily describe my emotions and beliefs.
b) I can't dedicate time to my hobbies and interests.
c) Making friends is quite difficult for me.
d) I find it quite hard to ask for support from others.
e) I can't help thinking about what people think of me.
f) I don't have the opportunity to see different places.
g) I'm not passionate enough about my goals.

27


THEME 3 – HARD TIMES

LANGUAGE IN USE

1. Read the story and choose the correct option.

Yesterday, a young boy (1) **was becoming/became** a hero at his school. Ethan (2) **was sitting/sat** under the massive oak tree during recess when he (3) **was hearing/ heard** a faint meow from above. When he (4) **was looking/looked up**, he realised a kitten. It (5) **stared/ was staring** down helplessly from one of the tree's upper branches. It was a windy day, and whenever the wind blew, the poor cat was struggling to keep hold of the branch. When his classmates (6) **were noticing/ noticed** Ethan, he was climbing a tree. As his classmates (7) **were running/ran** to the school for help, he reached the cat. He struggled to hold on to the branch he stepped on, but it started to crack. The principal phoned 999 right away. Ethan was waiting helplessly with the kitten in his pocket when the firemen (8) **were arriving/arrived**. They quickly put their ladder against the tree and (9) **were taking/took** Ethan and the cat down. The entire school cheered him while Ethan (10) **stepped/was stepping** down the stairs.

2. Complete the questions about Ethan's story below. Use the correct form of the verbs in brackets.

1. Where _____ (Ethan/sit) during recess?
2. What _____ (he/see) when he looked up?
3. What _____ (the cat/do) on the tree?
4. Where _____ (he/climb) when his classmates spotted him?
5. Who _____ (dial) 999 for help?
6. How _____ (the firemen/rescue) Ethan and the kitten?

3. Complete the sentences with the correct form of *used to* and the verbs below. One is extra.

listen | live | like | run | pay | have | be

1. My father _____ city life, but he loves it now.
2. I _____ a pet, but I own three cats that I love so much.
3. What kind of music _____ your parents _____ to when they were younger?
4. I _____ for anything when I was living with my parents.
5. My uncle _____ abroad before he got the job in our hometown.
6. Before she started working in shifts, my sister _____ a bookworm.

4. Correct the sentences below. Write the correct words next to the sentences.

E.g. Did she used to go to basketball matches every Saturday? — use

1. My grandmother use to speak six languages. _____
2. Jane didn't used to enjoy eating cauliflower, but now she adores it. _____
3. I not use to participate in tennis tournaments when I was in high school. _____
4. Was Jonathan and his friends use to go fishing in mid-winter? _____
5. Jenny uses to live in an apartment building when she was a kid. _____

20

The fourth page is designed to practise target language rules.

1.1

This icon is used for listening activities.

This code is used for various activities throughout the book.

STUDENT'S BOOK KEY

Theme 1 Presentation

HERE WE GO!

Destination

1. Making plans and predictions
2. Making an appointment on the phone
3. Writing a letter of intent for a job ad

On the way

Vocabulary related to careers & workday activities

SPOTLIGHT

1 **Look at the headlines. Discuss which ones are likely/not likely to happen in the future.**

1 No more wars. World peace achieved

2 Japanese, the universal language

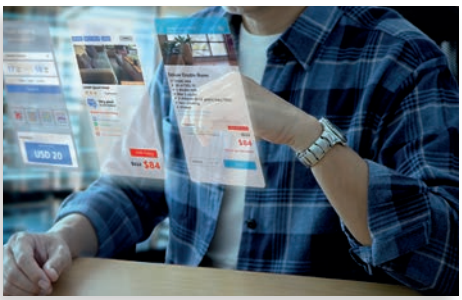
3 All continents combined into single landmass

4 Robots' age: no need for human touch

5 Borders disappeared

6 A new ice age occurred

2 **Look at the photos and say what you see.**



3 **Read the paragraph. Guess and match the highlighted jobs with their definitions.**

Almost 85% of the jobs that today's children will work in the future haven't been invented yet. What jobs will they be? These occupations will be produced by modern technologies like cryptocurrencies, drones, and alternative energy sources. **(a)** Drone traffic optimizer, **(b)** human-machine teaming manager, **(c)** biofilm installer, **(d)** waste engineer and **(e)** UX designer are some of the jobs we can't even imagine right now.

◯ **1.** a person who develops an interaction system between humans and machines
◯ **2.** a person who makes a product or service enjoyable and accessible
◯ **3.** a person who monitors flight paths to prevent chaos
◯ **4.** a person who constructs smart and energy-efficient buildings
◯ **5.** a person who coordinates waste collection and recycling operations

4 **Work in groups. Make five predictions about future jobs and share them in the class.**

E.g. Waste engineering will be popular as we need renewable energy to protect the environment.

SPOTLIGHT

1 Tell Ss to look at the headlines and read them carefully. Ask them to think for a while and discuss among themselves which ones are likely or not likely to happen in the future. Have them share their opinions.

KEY
Ss' own answers

2 Have Ss look at the pictures and say what they see. You can ask them the following questions to encourage them to talk.

- *Does humanity have a future beyond Earth?*
- *Will humanity understand the nature of consciousness?*
- *Will it be possible to replace all of the tissues in the human body through engineering?*
- *Will humanity ever colonize outer space?*
- *Will it be possible to use wearable technology to detect emotions?*

KEY
Ss' own answers

3 Tell Ss to read the paragraph. Ask them to guess and match the highlighted jobs with their definitions. Encourage them to share their opinions about the jobs that will possibly appear in the future. Elicit the answers.

KEY				
1. b	2. e	3. a	4. c	5. d

4 Tell Ss to work in groups. Ask them to make five predictions about future jobs and share their ideas in the class.

KEY
Ss' own answers

TEACHER'S NOTE

SUCCESS AHEAD

1 **Read the dialogue and find out Lata's request from Eric. Share your ideas.**

Lata: Hi, Eric. Guess what? I'm going to be on *Your Career, Your Future* programme tonight to talk about my hands-on experiences as an intern. Don't miss it!
Eric: Wow, so proud of you! You've got all the courses in culinary arts **(1) under your belt.** One day, you'll be a very famous chef, Lata.
Lata: I hope so, Eric. Thank you. I'll text you the details of the programme in a minute, and you are listening to me tonight, right?
Eric: For sure! I will be there **(2) all ears** for you although cooking is **(3)** not **my cup of tea**.
Lata: Thank you, my dear.

2 **Match the numbered idioms in the dialogue with their definitions. One is extra.**

◯ **a)** to listen carefully
◯ **b)** to study regularly
◯ **c)** safely or successfully achieved
◯ **d)** something that someone likes or is good at

3 **Read the dialogue again and choose the correct option.**

1. Culinary art is _____.
a) related to fine arts
b) connected with cooking and kitchens
2. Hands-on experience is _____.
a) learning from practising something
b) something that is done by machine
3. An intern is _____.
a) an environmental volunteer who educates others
b) a student or a trainee who works to gain work experience

4 **Listen to Lata's interview and tick (✓) the correct option.**

1.1

	YES	NO
1. Lata is a new culinary school graduate.	◯	◯
2. She is the youngest intern in the kitchen.	◯	◯
3. She felt more confident after her six-month internship in Mumbai.	◯	◯
4. The restaurant pays a salary for the work Lata does.	◯	◯
5. She finds molecular techniques unnecessary.	◯	◯
6. She is going to do further studies in professional modernist kitchens.	◯	◯

1 Draw Ss' attention to the dialogue between Lata and Eric. Then, ask them to find out Lata's request from Eric. Elicit the answer.

KEY
Lata asks Eric to listen to the programme that she is going to be on.

2 Have Ss match the numbered idioms with their definitions. Remind them that one is extra. Then, elicit the answers.

IDIOM OF THE THEME
under your belt: safely or successfully achieved
E.g. *I felt a lot confident in my job after I got three courses under my belt.*
all ears: listening carefully
E.g. *The children were all ears when their grandmother told them stories.*
my cup of tea: something that someone likes or is good at
E.g. *I see already that writing poems is not my cup of tea.*

KEY			
a) 2	b) (Extra)	c) 1	d) 3

3 Get Ss to read the dialogue and choose the correct option. Elicit the answers.

KEY		
1. b	2. a	3. b

1.1

4 Have Ss read the questions before they listen to the interview. Then, play the recording and give them enough time to choose the correct option. Elicit the answers.

KEY					
1. No	2. Yes	3. Yes	4. No	5. No	6. Yes

TEACHER'S NOTE

1.2

5 **Listen to the interview again. Fill in the gaps with a word or phrase you hear.**

1. Lata applied to Loma Restaurant to gain some _____.
2. Her passion for cooking comes from _____.
3. After a series of _____, she got selected for the three-month internship at Loma Restaurant.
4. Travelling from _____ to _____ made Lata feel nervous in the beginning.
5. All the interns start at _____ and work till _____.
6. After gaining enough experience, she will come back to _____.

6 **Look at the statements and say which one is a prediction, a promise, a plan or an offer.**

1. I'm going to study molecular cuisine next summer.
2. Look at you! One day, you'll be a very famous chef.
3. Of course! I'll listen to your interview tonight.
4. I'll help you with the new techniques in cooking.

7 **a) Talk about your future self using the phrases below.**

study culinary arts | attend an art course
get married | live alone
have pets | have three children
be a famous person | live an ordinary life
be a millionaire | be broke
get a degree at university | get a medal in the Olympics

b) Now, make predictions about your partner's life. What will/won't s/he do in the future?

1.2 **5** Play the recording again. Get Ss to fill in the gaps with a word or phrase they hear. Elicit the answers.

This activity enables students to detect factual information about job related topics.

KEY		
1. hands-on experience	3. email interviews	5. 7 a.m./midnight
2. her family	4. India/Denmark	6. Bangalore (her hometown)

6 Draw Ss' attention to the statements and say which one is a prediction, a promise, a plan or an offer. Elicit the answers.

KEY	
1. plan	3. promise
2. prediction	4. offer

7 **a)** Have Ss talk about their plans using the phrases given.

This activity enables students to talk about future plans and predictions.

KEY
Ss' own answers

b) Encourage Ss to make predictions about their partner's life using the phrases given in 7a. Make sure they ask their partners whether they think their friends' predictions are right or not.

This activity enables students to talk about future plans and predictions.

KEY
Ss' own answers

TEACHER'S NOTE

TOUCHING SOFTLY TO HEARTS

1 **Look at the pictures of famous entrepreneurs. What do you know about them? Share your ideas.**

a) Steve Jobs/Inventor

b) Vanessa Van Petten/Youthologist

c) Elon Musk/Material Engineer

2 **Guess and tick (✓) the common qualities of these successful people. Share your ideas.**

- ◯ risk-taking
- ◯ planning
- ◯ team building
- ◯ passion
- ◯ empathy
- ◯ curiosity
- ◯ creativity
- ◯ self-confidence
- ◯ strong communication skills

3 **Read the text and the comments. Then, match the highlighted expressions with their meanings.**

- ◯ **1.** to do something yourself
- ◯ **2.** lack of communication
- ◯ **3.** being amusing or comic
- ◯ **4.** to be in trouble
- ◯ **5.** being told by another person
- ◯ **6.** not to be allowed to do some acts

Learn Parenting with Vanessa

Born and raised in Los Angeles, Vanessa Van Petten **(a)** got into deep water so often that her parents began reading parenting advice books. During one of her frequent **(b)** groundings, Vanessa glanced through several books and spotted a big problem. The books were written by adults with no input from teenagers. At that moment, she decided to **(c)** take matters into her own hands. "I promise I'll solve this problem," she said to herself. At the age of 17, she wrote her first parenting book from a teenager's perspective. After winning the Mom's Choice Award in 2009, she started her well-known website. There, Van Petten's 120 bloggers answer questions on everything from communication issues to cyberbullying for parents and teenagers. "We offer advice that really works well. Parents spread our unusual and sometimes controversial articles **(d)** by word of mouth. This is actually what we aim for. Our brand is not only interesting but also life-changing," said Vanessa in one of her interviews. "We're going to keep on helping you. We're going to get over the problems and be strong together with our teens in the future," she added.

1 Tell Ss to look at the photos of famous entrepreneurs and ask what they know about them.

KEY
Ss' own answers

TEACHER'S TIP	
Steve Jobs:	Born in 1955, he was an American inventor and designer whose revolutionary products are now seen as the evolution of modern technology. He died in 2011.
Vanessa Van Petten:	Born in 1985, she's one of the nation's youngest experts or youthologists on parenting and adolescents.
Elon Musk:	Born in 1971, he's the co-founder and CEO of an electric car maker company and rocket manufacturer company.

2 Ask Ss to guess and tick the common qualities of the successful people given in exercise 1. Have them share their ideas.

KEY
Ss' own answers

3 Tell Ss to read the text and the comments. Then, ask them to match the highlighted expressions with their meanings. Elicit the answers.

KEY					
1. c	2. e	3. f	4. a	5. d	6. b

TEACHER'S NOTE

From now on, my husband and I are going to develop an open dialogue with our daughter, Ira. We'll do our best to have no more **(e)** conversation gaps between us. Thanks to Vanessa and her team for touching softly to our hearts.

My parents and I have always spoken different languages till we see Vanessa's website. I'm sure the blog will help us bridge the gap with **(f)** humour and humility, and we will understand each other's perspective. Vanessa is my role model, and I'm planning to be a youthologist like her. I'm going to publish my own parenting book. I hope I will manage to help parents and teens.

4 **Read the text and the comments again. Then, choose the correct answer.**

1. What kind of a teenager was Vanessa?

   a) greedy **b)** relaxed **c)** troublesome **d)** quiet

2. What didn't she like about the books her parents read?

   a) The contents of the books were hard to understand.

   b) They were too thick to read in a short time.

   c) They cost an arm and a leg.

   d) They weren't objective enough.

3. What are her plans for the future?

   a) She's going to carry on helping people.

   b) She's going to design a new parenting website.

   c) She's going to quit offering advice for teens.

   d) She's going to stop writing books.

4. What advice can't be given to Ira's parents by Vanessa and her team?

   a) Look for the ways to show that you trust your teen.

   b) Set your own rules without any explanations.

   c) Spend time doing things you enjoy as a family.

   d) Listen to your teen carefully without making a judgement.

5 **Reread the text to write the main idea.**

_____

_____.

Discuss the following questions with your partner and share your ideas with the class.

- Who are the famous entrepreneurs in your country?
- What business did they start?
- Do you think you would be a good entrepreneur? Why/Why not?

4 Ask Ss to read the text and the comments again and choose the correct answer. Elicit the answers.

KEY			
1. c	2. d	3. b	4. b

5 Tell Ss to reread the text to write the main idea. Elicit the answers.

This activity enables students to find the main idea of a text on successful entrepreneurs of the 21st century.

KEY
All people face hard times and stress in life. The important thing is how they handle it. They can adapt it to life-changing situations and become stronger than before, or they can choose to drown in the depths of negativity.

Ask Ss to discuss the given questions with their partners and then have them share their ideas with the class.

KEY
Ss' own answers

TEACHER'S NOTE

SET THE APPOINTMENT, GET THE DEAL

1 **Look at the steps to make an appointment and match them with the following statements.**

1. Introduce oneself **2.** Reason for calling **3.** Ask for more information
4. Suggest a time **5.** Check and confirm

2 **a)** May I speak to Jonathan Norris, please?
b) Can you tell me what it's about?
c) Hello, Alison Harvey speaking.
d) OK, let me take a look at his diary.
e) I'd like to schedule an interview at our office.
f) Would you mind if I asked what it's regarding?
g) I can fit you in tomorrow.
5 **h)** So, that's Wednesday at 10:00 a.m.
i) Would Tuesday morning be convenient for you?
j) It is about the advertising campaign.
k) OK, thanks! See you on Friday at 2:00 p.m.

1.3 **2** **Listen to the phone call to make an appointment. Note down the required info on the agenda.**

Name of the caller:
Reason for calling:
Date & Time of the appointment:

3 **Work in pairs. Make a phone call to set a time to see the human resources manager of a big company for your internship.**

PRONUNCIATION MATTERS

1.4 **A. The full forms of the auxiliary verbs *am, is, are* and *will* are often reduced in connected speech. Listen and repeat.**

1.	I will /wɪl/ come.	I'll /l/ come.
2.	I am /æm/ going to be there.	I'm /m/ going to be there.
3.	He is /ɪz/ going to sing.	He's /z/ going to sing.
4.	They are /ɑ:/ going to fly.	They're /ə/ going to fly.

1.5 **B. Listen to the statements with the auxiliaries. Tick (✓) whether you hear reduced or full forms.**

1.	☐ /wɪl/	☐ /l/	**4.**	☐ /æm/	☐ /m/
2.	☐ /ɪz/	☐ /z/	**5.**	☐ /ɑ:/	☐ /ə/
3.	☐ /wɪl/	☐ /l/	**6.**	☐ /ɪz/	☐ /z/

1.6 **C. /t/ sound is not released in *won't, isn't* or *aren't* in connected speech. Listen and repeat.**

1. She won't /wəʊn/ attend the seminar.
2. We aren't /ɑ:n/ going to work there.
3. He isn't /ɪzn/ going to come.

1.7 **D. Listen to the negative statements with the auxiliaries. Tick (✓) the reduced or full forms you hear.**

1.	☐ /wəʊnt/	☐ /wəʊn/	**3.**	☐ /ɪznt/	☐ /ɪzn/
2.	☐ /wəʊnt/	☐ /wəʊn/	**4.**	☐ /ɑ:nt/	☐ /ɑ:n/

1 Ask Ss to match the statements with the steps of making an appointment. Elicit the answers.

KEY
a) 2 b) 3 c) 1 d) 5 e) 2 f) 3 g) 4 h) 5 i) 4 j) 2 k) 5

1.3 **2** Have Ss listen to the dialogue between Mary and the secretary of the executive manager. Ask them to write down the necessary information on the agenda.

KEY
Name of the caller: Mary Wilson **Reason for calling:** to make an appointment to see the executive manager **Date & Time of the appointment:** on 7th May (Wednesday), at 11 a.m.

3 Encourage Ss to make a similar dialogue using the statements in exercise 1. Then, have them act out their dialogues to make an appointment on the phone.

This activity enables students to make an appointment on the phone.

KEY
Ss' own answers

PRONUNCIATION MATTERS

1.4 **A.** Tell Ss that fluent speech flows with a rhythm, and some sounds can disappear. The auxiliary verbs are often pronounced in a low pitch. They are very often contracted, and we drop the *wi*, *a* and *i* letters. They are unstressed. Play the recording and have Ss listen and repeat.

1.5 **B.** Ask Ss to listen to the statements and tick the sounds they hear. Elicit the answers.

This activity enables students to practise contraction of will and am/is/are going to in positive and negative sentences.

KEY			
1. Yes, I will go and see.	/wɪl/	**4.** Yes, I am going to learn Spanish.	/æm/
2. He's going to attend a seminar.	/z/	**5.** They're going to apply for the job.	/ə/
3. Sure, I'll do my best.	/l/	**6.** Yes, she is going to be at her office.	/ɪz/

1.6 **C.** Tell Ss that /t/ sound is not released in *won't*, *isn't* or *aren't* in connected speech. It is actually reduced and unstressed. Play the recording and have Ss listen and repeat.

1.7 **D.** Ask Ss to listen to the statements focusing on the pronunciation of the negative auxiliaries. Have them tick the sounds they hear. Elicit the answers.

KEY			
1. No, I definitely won't.	/wəʊnt/	**3.** No, she isn't.	/ɪznt/
2. We won't talk about it.	/wəʊn/	**4.** We aren't going to the concert.	/ɑ:n/

1 **Read the job ads and match them with the CV and the letter of intent below. One job ad is extra.**

a

WE'RE HIRING!
Our centre is looking for a licensed dietician and nutritionist to join our team. We're seeking a patient-focused professional who can connect with clients and help them to achieve their health goals. 3 years of experience is required.
Send your CV to ddclinic@ymail.com

b

JOB VACANCY!
Our centre is currently seeking skilled estheticians. You will be responsible for informing our clients about new innovative products and programmes to promote health. Minimum 2 years of experience and a reference are required.
Send your CV to ehaaclinic@ymail.com

c

JOIN OUR TEAM!
Our centre offers a family-friendly environment with the latest technology and knowledgeable staff. Our medical centre will provide an excellent experience and golden opportunities for physicians to improve their skills and career. We will consider new graduates!
Send your CV to fbemedcenter@ymail.com

1 ◯

LEO TAREK

847 Overland Ave.

Chicago, IL 60333

Mobile: 090 149 2018

Email: leotarek@email.com

PROFILE

Dedicated, multilingual physician with a shining academic background, including a full scholarship through undergraduate and medical school

EDUCATION

- Master of Physician Assistant Studies, University of Minnesota, Medical School 2019-2021
- Bachelor of Science, University of Minnesota 2015-2019

EXPERIENCE

- Newlife Hospital/2022 January-Present/Physician

SKILLS

- Stress and time management
- Diabetic lifestyle planning

HOBBIES

- Frequent participation in yoga and mindfulness classes for increased wellness
- Photography

REFERENCES

- References available upon request

2 ◯

Mr Kurt Dennis
Hiring Manager
33 New Wales Road
San Jose, CA 22500

Mila Chris
9th Street San Diego, CA 44110
January 15, 2022

1 ◯ Dear Mr Dennis,

2 ◯ My name is Mila Chris. I'm a recent college graduate from the University of Bologna with a food science and nutrition degree. As a patient-focused nutritionist, I would like to inquire about any potential job openings at your clinic. I am confident that my qualifications will be very beneficial to your clinic. Please consider my request for employment on your team.

3 ◯ In my free time, I earn income as a nutritionist for several health and nutrition blogs. In order to serve my clients properly, I always try to further my knowledge by attending conferences and seminars. Furthermore, I keep up with new publications to learn more about using diets.

4 ◯ I strongly believe that my communication skills and interpersonal abilities would make me a strong fit for your clinic. I look forward to hearing your favourable response to discuss my qualifications and skills.

Thank you for your time and consideration.

5 ◯ Sincerely,

Mila Chris

milachris@email.com
444-150-2018

2 **a) Match the parts of Mila's letter of intent above with the parts of the outline in the appendix on page 93.**

b) Choose one of the job ads on pages 93-94 to write a letter of intent following the outline given.

1 Ask Ss to read the job ads and pay special attention to Leo's CV and Mila's letter of intent. Explain any unknown words. Give Ss time to complete the task. Ss match the ads with the CV and the letter of intent. Monitor the activity around the class. Check Ss' answers.

This activity enables students to analyze different job ads from newspapers/websites to match them with CVs.

KEY		
1. c	2. a	b (Extra)

2 **a)** Draw Ss' special attention to the outline of a letter of intent in the appendix on page 93. Go through the outline and give Ss time to match the parts of Mila's letter with the parts of the outline given. Check Ss' answers.

KEY				
1. e	2. d	3. a	4. c	5. b

b) Direct Ss to the job ads in the appendix on pages 93 and 94. Give them time to read the ads. Ask Ss which job is more enjoyable/stressful/exhausting, etc. Tell them that they are going to choose one of the ads to write a letter of intent in their notebooks. Go over the steps in the outline on page 93. Give Ss time to write the first draft of their letters. Monitor the task, helping where needed. Encourage Ss to write their second draft. After the second draft stage, have them complete the task in class or assign it as homework. Tell Ss that it takes time and hard work to produce good writing, but it is worth the trouble.

This activity enables students to write letters of intent for different job applications.

KEY
Ss' own answers

TEACHER'S NOTE

CLIL

Psychology

DEAR FUTURE I AM READY!

1 **What are you doing today to make your future self proud?**

2 **Complete the notes with the sentences below. One is extra.**

a) Keep studying until you become a world-renowned molecular biologist

b) Remember you are going to be one of the most famous cellists of all time

c) Don't forget what it means to be a best-selling author

1

Dear Self,
Clearly, life isn't all sunshine and rainbows. There will be days when smiling is really hard as your heart hurts and your mind is tired. Please put on your brave face and fight with your problems. Look at the bright side of the hard times. Even a little change of perspective makes a big difference. **(1)**_____. Keep practising and focus your energy on the path that leads to your music career dream.
Love, Me

2

Dear Future Me,
Never be afraid to fail. How we live our lives and see the world around us is totally our decision. **(2)**_____. Remember your "why". Keep in mind the reason for doing what you do and how it benefits the people around the world. Never give up learning and chasing your target. You are gonna create economical vaccines against deadly diseases. Keep going!
Sincerely,
Me, Myself & I

3 **Read the text and give two reasons why you should write notes or letters to your future self.**

Have you ever written a note or a letter to your future self before? If your answer is "no", grab a pen, begin to write a message to your future self, keep it in a safe spot, and then open it at a future date. Writing notes to your future self is a powerful exercise and a really insightful experience. Reading your note two years or five years from now lets you see how your life has changed since you wrote it. Researchers have found that people who are connected to their future selves are better able to shape their future. If you think about your future goals, you can decide the actions you should take right now. For instance, if your future self is a metaverse architect, what can you do right now to achieve that goal? You could start looking at potential university degrees, and you should get good enough grades to get in. What you are writing to your future self gives important tips and reminders so that you can shape yourself better. Before writing your messages, ask yourself some important questions. Who do you want to be in the future? What experiences have you had so far? How will these experiences shape your future self? These questions provide a pathway to lead to a better you!

4 **Imagine you are writing to your future self five years from now. What would you say? Write a note to give your future self some encouragement and love.**

Progress Check

CLIL

NOTE **CLIL:** Content Language Integrated Learning

1 Draw Ss' attention to the question. Encourage them to share their answers with the class.

KEY
Ss' own answers

2 Direct Ss to the notes and ask them to pay special attention to the sentences given. Explain the task. Monitor the activity around the class. Remind Ss that there is one extra sentence they will not need to use. Check Ss' answers.

KEY		
1. b	2. a	c (Extra)

3 Give Ss time to read the text and answer the question. Explain/Elicit any unknown words or ask Ss to look them up in their dictionaries. Check Ss' answers around the class.

SUGGESTED KEY
Writing notes or letters to our future selves makes us think about our future goals, so we can shape our future better. It is also a powerful exercise for the brain and a really insightful experience.

4 Ask Ss "Where do you see yourself in five years?" Elicit sentences from Ss around the class. Explain the task and give them time to complete it. Alternatively, assign this task as homework and check Ss' notes in the next lesson. Remind Ss to use the notes in exercise 2 as a model and write their notes to their future selves on a piece of paper. Tell Ss they might consider using a note-taking app or a letter-writing website to prepare their notes. Remind them that they are writing these notes to themselves, so they do not have to take a formal tone.

KEY
Ss' own answers

KEEP IN MIND
Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 2 Presentation

HERE WE GO!

Destination
1. Expressing likes, dislikes and interests
2. Expressing preferences
3. Talking about present and past abilities
On the way
Vocabulary related to hobbies, skills & interests

SPOTLIGHT

1 **a) Look at the hobbies below. Find their names in the word cloud and write them under the photos.**

b) Which of the hobbies in the word cloud would you like to try? Share your answers with the class.

2 **a) Look at the questionnaire and tick (✓) the best option for you.**

Questionnaire	Agree	Uncertain	Disagree
1. Some people have no skills at all.			
2. Parents must choose hobbies for their children.			
3. Indoor activities are better than outdoor activities.			
4. Hobbies make people's lives more interesting.			
5. You can learn a new skill at any age.			
6. If you could do something well, it's likely that you are still good at it.			
7. Your hobbies can tell a lot about who you are.			
8. If you are unable to learn a skill as a child, you will never be able to master it.			

b) Now, share your answers with the class. Give reasons.

SPOTLIGHT

1 **a)** Draw Ss' attention to the word cloud and the photos. Encourage Ss to guess and write the names of the hobbies from the word cloud. Elicit the answers.

KEY				
1. archery	2. orienteering	3. origami	4. rock painting	5. filmmaking

b) Ask Ss which of the hobbies in the word cloud they would like to try. Encourage them to share their answers by giving reasons for their choice.

KEY
Ss' own answers

2 **a)** Have Ss read the statements in the questionnaire and tick the boxes based on their ideas.

KEY
Ss' own answers

b) Ask Ss to share their answers with the class by giving their reasons.

KEY
Ss' own answers

TEACHER'S NOTE

HOBBIES TO ENRICH MIND

1 **Match the hobbies with the statements. One is extra.**

origami

upcycling

embroidery

volunteering

podcasting

calligraphy

coding

indoor gardening

1. I enjoy using a needle and cotton thread to create colourful designs on fabric.
2. I've always been interested in decorative handwriting.
3. I can spend hours transforming my old stuff into new items.
4. Helping people without any expectation has brought peace and happiness into my life.
5. Folding paper into different shapes is my favourite pastime.
6. I'm crazy about writing computer programs because it's like solving a puzzle.
7. I prefer making digital recordings on a specific topic to making videos.

2 **Guess the meaning of the underlined words in the sentences and choose the correct option.**

1. Coding is a popular pastime among young people who are crazy about computers.
   a) hobby **b)** duty **c)** chore
2. Lucy is a young talented artist whose paintings have gone viral on social media.
   a) ordinary **b)** skilful **c)** amateur
3. Kobe Bryant decided to take up basketball as a career after watching his father play in the NBA.
   a) give up **b)** start **c)** teach
4. The young couple didn't want to spend a fortune on their wedding ceremony, so they kept it low-key.
   a) unusual **b)** special **c)** simple
5. My father easily adapted to his new way of life after retirement.
   a) lifestyle **b)** midlife **c)** lifetime

3 **Work in pairs. Ask and answer the following questions. Then, share your partner's answers with the class.**

- Do you prefer outdoor or indoor hobbies? Why?
- Do you think you can have more than one hobby? Why/Why not?
- What are the benefits of having a hobby?

1 Draw Ss' attention to the hobbies in the photos. Then, allow them some time to match the photos with the statements. Remind them that one of the photos is extra. Elicit the answers.

KEY							
1. c	2. f	3. b	4. d	5. a	6. g	7. e	h (Extra)

2 Allow Ss some time to read the sentences. Ask them to guess the meanings of the underlined words from the context and choose their closest meanings. Elicit the answers.

KEY				
1. a	2. b	3. b	4. c	5. a

3 Have Ss ask and answer the given questions with a partner. Monitor the activity around the class. Then, ask them to share their partner's answers with the class.

KEY
Ss' own answers

TEACHER'S NOTE

4 2.1 **Listen to the podcast. Write *Marc*, *Zoe* or *Lina* under the photos.**

_____ _____ _____

_____ _____ _____

5 2.2 **Listen to the podcast again and choose the correct option.**

1. Marc upcycled old products to ... .
   - **a)** design new clothes
   - **b)** reduce waste
   - **c)** do volunteer work
2. Zoe has always been into … .
   - **a)** creating handmade products
   - **b)** going to exhibitions
   - **c)** doing meditation to relax
3. For Lina, having different types of hobbies … .
   - **a)** takes a lot of time
   - **b)** has become a lifestyle
   - **c)** is a way to get rich
4. The host thinks that his guests ... .
   - **a)** can learn new skills easily
   - **b)** should turn their hobbies into a career
   - **c)** have many abilities

6 2.3 **Listen to the dialogue and fill in the blanks with the words or phrases you hear.**

Zara: Hey, Wilson. What are you doing here?
Wilson: I'm preparing some mud. **(1)**_____ is my new hobby. I love making new vases, bowls and plates. It helps me get rid of the stress of work.
Zara: How do you make time for it? I thought you were too busy.
Wilson: Well, I'm trying to spend more time on leisure activities. It's so relaxing, you know. Do you **(2)**_____?
Zara: Of course, I do. I prefer spending time outdoors, and I usually go hiking in the nearby hills. I enjoy **(3)**_____ in the fresh air.
Wilson: It must be challenging, too. Do you **(4)**_____ alone or with someone?
Zara: **(5)**_____ hike with a group, so I'm a member of a local hiking club. You can join us if you like.
Wilson: I'd love that. **(6)**_____ paint these bowls while I'm making the new ones?
Zara: Oh, I've always wanted to do that. Now, pottery is my new hobby!

7 **Work in pairs. Prepare a dialogue about your likes, dislikes and preferences. Then, act it out.**

2.1 **4** Draw Ss' attention to the photos of the hobbies and make sure they know their names. Then, tell Ss that they are going to listen to a podcast in which three people are talking about their hobbies. Ask Ss to write the names of the speakers under the photos. Elicit the answers.

This activity enables students to build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences.

KEY					
1. Lina	2. Zoe	3. Lina	4. Marc	5. Marc	6. Zoe

IDIOM OF THE THEME
low-key: not intended to draw a lot of attention to a certain event, subject or thing **E.g.** *We're planning a low-key party for just a small group of people after the graduation ceremony.*

2.2 **5** Allow Ss some time to read the questions. Then, have them listen to the podcast again and choose the correct option. Elicit the answers.

KEY			
1. b	2. a	3. b	4. c

2.3 **6** Ask Ss to listen to the dialogue and fill in the blanks with the words or phrases they hear. Elicit the answers.

KEY		
1. Pottery	3. being outside	5. I'd rather
2. have a hobby	4. go hiking	6. Why don't you

7 Have Ss work in pairs to prepare a dialogue about their likes, dislikes and preferences. Then, encourage them to act out their dialogues.

This activity enables students to take part in a dialogue about likes, dislikes, interests and preferences.

KEY
Ss' own answers

TEACHER'S NOTE

WITH FLYING COLOURS

1 **Match the photos with the profiles below.**

a) Jim Carrey

b) Vera Wang

c) Fatih Terim

1 ◯	I had a hard life as a child but I did not give up my passion for football. I became a very successful football player and coach.
2 ◯	I struggled with dyslexia at school. However, I discovered that I could connect with people through laughter and humour. I worked so hard to become a famous comedian.
3 ◯	Even though I was a talented figure skater in my early 20s, I couldn't realise my dreams in this career. However, I was able to improve as a fashion designer. I started my own business and created items mostly in my favourite colour, black.

2 **Guess the meaning of the highlighted words in the text and choose the correct option.**

1. uphill struggle
   a) rest **b)** challenge
2. beyond
   a) out of reach **b)** within reach
3. gifted
   a) talented **b)** incapable
4. cash in on
   a) spend money for **b)** make money from
5. letdown
   a) disappointment **b)** satisfaction
6. pursuing
   a) quitting **b)** following

3 **Read the text and underline the sentences which mention Steven Spielberg's past abilities.**

The Whizz-Kid: Steven Spielberg

When Steven was a little boy, his school life was an uphill struggle. Due to his dyslexia, he was notably slow when it came to reading and writing. Compared to his peers, he was an introverted and quiet kid. In his free time, he preferred to watch TV alone rather than hang out with friends.

As he became a teenager, Steven discovered a pastime that would change his life forever. Maths and long articles were beyond him, but he could make movies. He was gifted in recording motion pictures and creating stories with them. What he liked most was spending time with filming tools. He could shoot 8mm short films with his father's camera. Making short films and winning a prestigious filmmaking award at the age of 13 were actual proofs of his brilliance. He could also cash in on his filming talents at an early age. Often, he screened his films in a local diner with a film projector, charging 25 cents per person.

1 Have Ss match the boxes with the famous people in the photos. Elicit the answers.

KEY		
1. c	2. a	3. b

2 Give Ss some time to guess the meanings of the highlighted words in the text and choose the correct option. Elicit the answers.

KEY					
1. b	2. a	3. a	4. b	5. a	6. b

3 Have Ss read the text and underline the sentences which mention Steven Spielberg's past abilities. Elicit the answers.

This activity enables students to identify lexis and expressions related to past abilities in a text.

KEY
1. Maths and long articles were beyond him, but he could make movies.
2. He could shoot 8mm short films with his father's camera.
3. He could also cash in on his filming talents at an early age.
4. I found that I could do something well.

TEACHER'S NOTE

4 **Rewrite the following statements using the words in brackets without changing the meaning.**

1. In his free time, he preferred to watch TV alone rather than hang out with friends. (fancy)

   _____.

2. What he liked most was spending time with filming tools. (keen on)

   _____.

3. He preferred pursuing his dreams to giving up. (choose)

   _____.

5 **Read the text again and write true (T) or false (F).**

1. ◯ Steven's learning issues had no effect on his academic success.
2. ◯ Learning how to use a camera has entirely changed his life.
3. ◯ He released his movies in a restaurant and earned money.
4. ◯ He didn't have a big success in filming until he was 19.
5. ◯ As he wasn't accepted to university, he started working right away.
6. ◯ His poor living conditions prevented Steven's success.

6 **Do you know any other person who has turned his/her hobby into a profession and become famous? Share your answers with the class.**

Just three years after winning his first award, he wrote and directed his first feature-length film, *Firelight*. By the age of 17, he had four movies. Today, Steven says remembering those days, "I found a way to accept myself in my own life by making movies. I found that I could do something well."

After high school, he wanted to study filmmaking. He applied to the University of Southern California, School of Theatre, where his application was rejected twice. This rejection was never a letdown for Steven. He preferred pursuing his dreams to giving up. He soon began working as an unpaid intern at film studios and continued to make films throughout his career. Among his many best-known films are *Jaws*, *Indiana Jones*, *Jurassic Park*. His alien film, *E.T.*, was regarded as one of the greatest movies ever made.

Eventually, Steven Spielberg, who experienced difficulties in his school life, has become one of the most unique film directors of all time.

4 Have Ss read the statements and rewrite them without changing the meaning. Monitor the activity around the class. Elicit the answers.

This activity enables students to paraphrase information in a text about people's choices.

SUGGESTED KEY
1. In his free time, he fancied watching TV alone rather than hanging out with friends.
2. He was keen on spending time with filming tools.
3. He chose to pursue his dreams rather than abandon them.

5 Have Ss read the text again and write true (T) or false (F). Elicit the answers.

KEY					
1. F	2. T	3. T	4. F	5. T	6. F

6 Ask Ss if they know any other person who has turned his/her hobby into a profession and become famous. Encourage them to share their answers with the class.

KEY
Ss' own answers

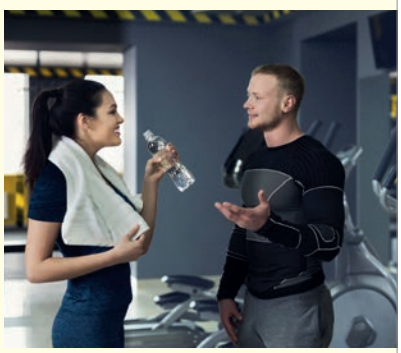
TEACHER'S NOTE

FROM WILL TO SKILL

1 **Which sports are you into? Do you prefer working out in the gym or outdoors? Share your answers with the class.**

2 **Read the dialogue below and tick (✓) the correct statements.**

Jason: Hey, Emily. What a nice surprise to see you in the gym!
Emily: Ha-ha! Do you mean I can't do any sports?
Jason: No, not at all. I sometimes see you on the tennis court, but I wasn't expecting to see you here doing weightlifting.
Emily: Well, actually I used to be a couch potato. One day, I got roller skates for my 15th birthday. Since then, I've become a sports fan. By the way, how about attending the tennis tournament together?
Jason: OK. Why not? By the way, I saw your name on the poster for the school concert. Can you play musical instruments, too?
Emily: Yes. I started playing the piano when I was six. I could also play the guitar when I was in primary school.
Jason: Wow, that's amazing! I'm interested in music, too. I've been taking drum lessons since last month.
Emily: Sounds great!



- ◯ **1.** Emily is unable to join in any sporting activities.
- ◯ **2.** Jason is a tennis player who can compete in the school tournament.
- ◯ **3.** Emily was a brilliant guitar player when she was a little girl.
- ◯ **4.** Jason couldn't play the drums until this year.

3 **Work in pairs and prepare a dialogue. Talk about your past and present abilities as in exercise 2.**

Do you agree/disagree with the following statements? Share your ideas with the class.

- ☼ No one is really happy without a hobby.
- ☼ You can only master a skill if you have a natural talent for it.
- ☼ People who share their hobbies with their loved ones are happier.

PRONUNCIATION MATTERS

A. **Listen and tick (✓) the correct pronunciation.**

2.4

	/s/	/z/	/ɪz/
1. Make some **changes** in your life.			
2. A group of **students** are waiting.			
3. These are the **photos** of my son.			
4. She **takes** up a new hobby every year.			
5. Sue **watches** her diet to keep fit.			
6. Mike **prefers** outdoor sports.			

B. **Listen and write the words in the correct column. Then, listen again and repeat.**

2.5

calls	cups	crashes	fixes	times	months	glasses	laughs	bags

/s/	/z/	/ɪz/

1 Encourage Ss to talk about the given questions.

KEY
Ss' own answers

2 Have Ss read the dialogue and tick the correct statements. Elicit the answers.

KEY
2, 4

3 Ask Ss to work in pairs and prepare a dialogue as in exercise 2. Remind them to talk about their past and present abilities. Monitor the activity around the class.

This activity enables students to ask and answer questions about their present and past abilities.

KEY
Ss' own answers

Direct Ss' attention to the statements given. Explain/Elicit any unknown words. Elicit Ss' ideas around the class.

KEY
Ss' own answers

PRONUNCIATION MATTERS

2.4 **A.** Tell Ss that plural forms of nouns and third person "-s" sounds are pronounced in three different ways. Draw their attention to the bold words in the sentences. Ask them to listen and tick the sound they hear. Elicit the answers.

KEY

	/s/	/z/	/ɪz/
1. Make some **changes** in your life.			✓
2. A group of **students** are waiting.	✓		
3. These are the **photos** of my son.		✓	
4. She **takes** up a new hobby every year.	✓		
5. Sue **watches** her diet to keep fit.			✓
6. Mike **prefers** outdoor sports.		✓	

2.5 **B.** Draw Ss' attention to the words in the boxes. Ask them to listen and write the words in the correct column according to their -s endings. Then, have them listen again and repeat the words.

This activity enables students to pronounce plural and third person "-s" sounds.

KEY

/s/	/z/	/ɪz/
cups	times	glasses
laughs	calls	fixes
months	bags	crashes

1 **Read the email below and fill in the application form.**

www.mail.bhs

Hello,

My name is Ryan Bready, and I'm a new 11th grader at Belfast High School. I saw the school club posters on the noticeboard and decided to apply for the drama club.

I'm quite active and friendly. Acting is my biggest field of interest, and I've attended the drama club at my previous school for the last five years. I'm interested in theatre, especially musicals. I like dancing a lot, and I can do it pretty well. I'm also able to sing. After school, I take singing and modern dance lessons once a week. I'd really love to be a member of the school's drama club.

I look forward to hearing from you.
Regards,
Ryan

Belfast High School Clubs Application Form	
Name & Surname	
Grade	
Applying for	
Personality	
Interests	
Abilities	

2 **a) Fill in the application form for yourself.**

_____ High School Clubs Application Form	
Name & Surname	
Grade	
Applying for	
Personality	
Interests	
Abilities	

b) Now, write an email for applying to a school club using the information in exercise 2 a.

New message

SEND

1 Have Ss read the email about a student applying for a school club. Then, give them some time to fill in the application form with the information given in the email. Elicit the answers.

KEY

Belfast High School Clubs Application Form	
Name & Surname	Ryan Bready
Grade	11
Applying for	drama club
Personality	active and friendly
Interests	acting, theatre and musicals
Abilities	dancing, singing

2 **a)** Have Ss fill in the given application form for themselves.

KEY

Ss' own answers

b) Have Ss write an email for applying to a school club using the information in exercise 2a.

This activity enables students to write a paragraph about their interests and abilities.

KEY

Ss' own answers

TEACHER'S NOTE

CLIL

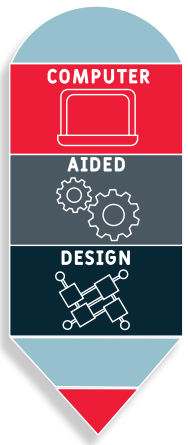
ICT

CAD
Computer-Aided Design

1 **Work in pairs. Tick (✓) the creative tech hobbies you know and talk about them with your friend.**

◯ Digital art	◯ Programming	◯ CAD	◯ Website design
◯ Animation	◯ 3D printing	◯ Coding	◯ Digital music production

2 **Read the text and choose the correct option below for each gap.**



CAD, or Computer-Aided Design, is the process of designing a product or structure using a computer and special **(1)**_____. Before CAD, there were only pencils and paper. In other words, all design work was done by hand. Designs took a long time to develop, and the process was expensive and **(2)**_____ errors.

Anything created on a computer must work properly in the real world. Before presenting your design in real life, CAD lets you test and change it as many times as you want in a **(3)**_____ reality. With CAD, you can easily share, review and **(4)**_____ your designs. While it is **(5)**_____ knowledge that CAD is used in engineering and construction, it is also used in automotive, interior design, dentistry, fashion design and medicine. In fact, most of the products we see and use are designed using CAD.

Today, many teenagers enjoy CAD as a pastime or attend CAD clubs at their schools. They learn basic to **(6)**_____ knowledge of computer-aided design and follow the courses for using the technical design tools.

1.	**a)** data	**b)** report	**c)** software
2.	**a)** without	**b)** short of	**c)** full of
3.	**a)** digital	**b)** physical	**c)** actual
4.	**a)** remain	**b)** modify	**c)** cut
5.	**a)** common	**b)** rare	**c)** different
6.	**a)** simple	**b)** elementary	**c)** advanced

3 **Match the fields in which CAD is used with the photos below. One is extra.**

a)	fashion design	**b)**	automotive	**c)**	interior design	**d)**	farming	**e)**	medicine

4 **What four things have you learned about CAD? Share them with the class.**

Progress Check

CLIL

1 Have Ss work in pairs. Ask them to tick the creative tech hobbies they know and talk about them with their partner.

KEY
Ss' own answers

2 Have Ss read the text to choose the correct option for each gap. Elicit the answers.

KEY					
1. c	2. c	3. a	4. b	5. a	6. c

3 Have Ss match the fields in which CAD is used with the given pictures. Remind them that one word is extra. Elicit the answers.

KEY				
1. b	2. c	3. a	4. e	d (Extra)

4 Ask Ss what four things they've learned about CAD after reading the text. Encourage them to share their answers in their own words.

KEY
Ss' own answers

KEEP IN MIND

Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 3 Presentation

HERE WE GO!

Destination

1. Describing events happening at the same time in the past

2. Explaining people's habits in the past

On the way

Vocabulary related to past habits & experiences

SPOTLIGHT

1 **Read the paragraph and tick (✓) the correct statements.**

There may be times in your life when you have to deal with difficult situations. During those times, everything you try seems to fail, and you feel like your life is getting worse. This is very sad. Having a positive attitude is truly necessary in these hard times. It helps you stay hopeful and avoid anxiety. When you stay positive, it's easier to deal with problems and find ways to change the situation.

- ◯ **1.** You can sometimes feel hopeless, and it's OK.
- ◯ **2.** Being positive doesn't solve anything.
- ◯ **3.** The way you think affects your life.
- ◯ **4.** You can't be hopeful when your life is falling apart.

2 **a) Read the following statements about staying positive and strong during hard times. Match them with their explanations. One is extra.**

- ◯ **1.** Even bad times come to an end.
- ◯ **2.** You've faced difficulties before.
- ◯ **3.** You have many personal strengths.
- ◯ **4.** Experiences teach you valuable lessons.
- ◯ **5.** There are many reasons to be thankful.

a) Well, things aren't going so well for you. That isn't great, but there are still many things in life to be thankful for.

b) Life is best learned from experience. When things don't go as planned, try to understand the reason.

c) Nothing lasts forever. It doesn't matter how good or bad it is; it will pass.

d) Remember the similar problems you've had. This can make you feel better.

b) Do you agree with the ideas given in the explanations? Share your opinions with the class.

SPOTLIGHT

1 Have Ss read the given paragraph and tick the correct statements. Elicit the answers.

KEY
1, 3

2 **a)** Have Ss read the statements about staying positive and strong during hard times. Give them enough time to match the statements with the explanations. Remind them that one is extra. Elicit the answers.

KEY				
1. c	2. d	3 (Extra)	4. b	5. a

b) Ask Ss if they agree with the ideas given in the explanations. Encourage them to share their opinions with the class.

KEY
Ss' own answers

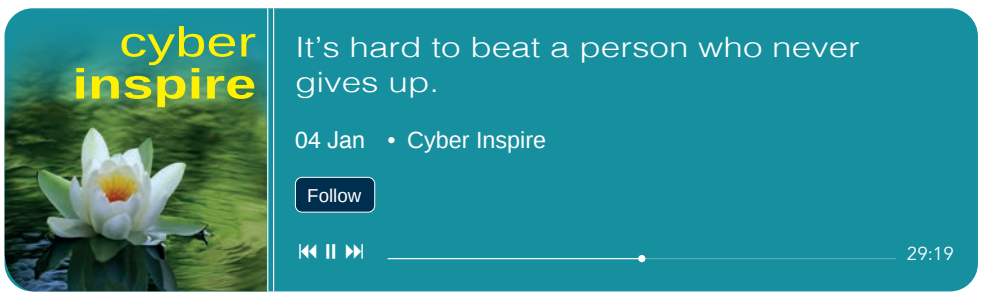
TEACHER'S NOTE

GOING THE EXTRA MILE

1 **Look at the photos. Work in pairs and discuss the following questions below. Then, share your ideas with the class.**

- Do you know what services are offered for the homeless?
- What can you do to help the homeless?

3.1 **2** **Listen to the podcast and fill in the blanks with the expressions below.**



Later	Soon after	To begin with	After all	Then

1. _____, her father passed away.
2. _____, they moved away to be closer to their relatives.
3. _____, they were unable to stay with their relatives anymore.
4. _____, they moved to different locations.
5. _____, she had to change schools and locations for a while.

3 **Match the words with the correct definitions. One is extra.**

1. youth
2. senior
3. shelter
4. scholar

a) the state of moving from one place to another
b) a temporary place to live for homeless people
c) fourth or final year student of a college or high school
d) a student who is given support to study at a university
e) young people considered as a group

1 Have Ss work in pairs. Give them enough time to discuss the given questions and encourage them to share their ideas with the class.

KEY
Ss' own answers

3.1 2 Have Ss listen to the podcast and fill in the blanks with the given expressions. Elicit the answers.

This activity enables students to recognize vocabulary indicating the sequence of events in a recorded text/video.

KEY				
1. To begin with	2. Soon after	3. Later	4. In the end	5. After that

3 Have Ss match the given words with the correct definitions. Remind them that one definition is extra. Elicit the answers.

KEY				
1. e	2. c	3. b	4. d	a (Extra)

TEACHER'S NOTE

3.2 **4** **Listen to the podcast again and match the sentence halves.**

1. Our father died
2. My mum had to work for long hours
3. When mum found out she was diabetic,
4. While I was looking for support for my education,
5. I also became the leader of the homeless children

a) while my sister was babysitting me.
b) while I was coordinating the Youth Task Force.
c) when I was three.
d) I was in 4th grade.
e) I met the Homeless Education Assistance Act.

Let's Think Aloud

Work in groups. Discuss the following questions with your friends.

- What does "hard times" mean to you?
- Which situations can be considered as hard times in a person's life?

PRONUNCIATION MATTERS

3.3 **A. 1. We use fall-rise intonation at the end of statements when we are unsure or have more to say. Listen and repeat.**

1. I don't want to do anything right now. (I can change my mind.)
2. It rained every day in the first week. (Later, it got better.)

3.4 **2. We also use fall-rise intonation in polite requests and suggestions. Listen and repeat.**

1. Could I possibly use your phone?
2. Have you considered other options?

3.5 **B. Listen to the sentences and draw a rising, falling or fall-rise arrow on the bold words.**

1. Here's the book you **wanted**.
2. The first chapter of the book was **boring**.
3. Is she a helpful p**erson**?
4. Would you like another **coffee**?

3.2 **4** Have Ss listen to the podcast again and match the sentence halves. Elicit the answers.

This activity enables students to identify the events happening at the same time in the past in a recorded text/video.

KEY				
1. c	2. a	3. d	4. e	5. b

Have Ss work in groups. Ask them to discuss the given questions with their friends. Encourage them to talk.

KEY
Ss' own answers

PRONUNCIATION MATTERS

3.3 **A.** 1. Tell Ss that fall-rise intonation refers to how the voice falls and then rises in speech. Fall-rise intonation is used at the end of sentences to express uncertainty or to indicate that we may have more to say. Ask Ss to listen to the sentences and repeat them by paying attention to the fall-rise intonation.

3.4 2. Tell Ss that we also use fall-rise intonation to sound more polite in requests and suggestions.

3.5 **B.** Have Ss listen to the sentences carefully and draw a rising, falling or fall-rise arrow on the bold words. Elicit the answers.

This activity enables students to differentiate between rising and falling intonation.

KEY	
1. Here's the book you wanted. ↘	**3.** Is she a helpful person? ↗
2. The first chapter of the book was boring. ↘↗	**4.** Would you like another coffee? ↘↗

TEACHER'S NOTE

AN UPHILL CLIMB

1 **Work in pairs and describe the photo below.**

2 **Guess the meaning of the bold words in the sentences and choose the correct option.**

1. Millions of people **immigrated** to the new world for better living conditions.
   a) to visit for a short time **b)** to arrive at somewhere **c)** to enter a country permanently
2. The boat was kept stable after everything was **tossed** into the sea.
   a) to keep **b)** to throw **c)** to catch
3. As it was his **last resort**, the survivor ate whatever he could find on the island.
   a) only place to stay **b)** only choice left **c)** final truth
4. New immigrants **struggled** to adapt to the poor working conditions.
   a) to fight **b)** to agree **c)** to make peace
5. It was quite **touching** to see the baby hugging her mother after being separated for a few days.
   a) entertaining **b)** strange **c)** heartbreaking
6. He dreamed of having a **steady** life with a full-time job and a reliable income.
   a) regular **b)** uncertain **c)** moving

3 **Read the story and fill in the blanks with the correct option. One is extra.**

a) After several attempts, he finally found a ticket **b)** Before getting his own place
c) Although they were happy in the village **d)** While my grandpa was writing his first book
e) He was dreaming of becoming a writer **f)** The captain asked for a volunteer

A JOURNEY TO THE BRIGHT NEW FUTURE

This is the real story of a legend, my great grandfather George. He was born into a happy family in a small village in 1912. His father was a farmer, and his mother was a housewife, like most families in those days. **(1)**_____, but he knew it would be impossible in such a small village.

(2)_____, the family started to consider moving to another country for their son's education. Unfortunately, travel expenses were too high, and it was impossible for the entire family to immigrate. Therefore, young George had to leave the country on his own in the late 1920s.

(3)_____ for a ship to cross the Atlantic. He was shocked when he saw a large number of people standing on the deck. While they were in the middle of the ocean, one of the ship's engines stopped; apparently, there was a problem with it. Although the passengers tossed everything into the sea, it wasn't enough to move the ship. **(4)**_____ to take one of the boats to the nearest island to get help.

1 Draw Ss' attention to the given photo and get them to describe what they see in it. You can ask them the following questions to encourage them to talk:

Who are the people?

Where are they?

Why are they there?

What year might it be?

KEY
Ss' own answers

TEACHER'S TIP

Especially between 1880 and 1930, millions of Europeans immigrated to the United States. In the photo, we see thousands of European immigrants and their luggage on a large ship that is in New York Harbour. They have probably left their country for better living conditions.

2 Ask Ss to read the sentences carefully and choose the correct option for the definitions of the bold words. Elicit the answers.

KEY					
1. c	2. b	3. b	4. a	5. c	6. a

IDIOM OF THE THEME

last resort: the only choice left after all others have been tried

E.g. *If this treatment fails, the doctors will consider an alternative approach as a last resort.*

3 Have Ss read the immigration story of Grandpa George and match the clauses with the gaps. Explain/Elicit any unknown words. Remind them that one clause is extra. Elicit the answers.

KEY					
1. e	2. c	3. a	4. f	5. b	d (Extra)

TEACHER'S NOTE

4 **a) Read the story again and take notes in the table.**

Characters (Who were the characters?)	
Setting (Where and when did the story take place?)	
Plot (What happened?)	
Climax (What was the most exciting part of the story?)	
Theme (What was the message of the story?)	

b) Now, work in pairs. Use your notes in the table and retell the story in your own words.

5 **Work in pairs. Talk about a hard time you have passed through. Ask and answer the questions below.**

- What happened?
- When and where did it happen?
- How did you feel?
- What happened in the end?

6 **Imagine Grandpa George didn't leave his village. Write a different story for him.**

My great grandpa was born into a happy family in a small village in 1912. His father was a farmer, and his mother was a housewife, like most families in those days. _____

_____

_____

_____

In the end, _____

_____

_____.

As a last resort, Grandpa George accepted to row in the burning sun until he reached one of the islands. He managed to get the necessary help, and they fixed the engine to continue their long journey.

Even after arriving at his new hometown's harbour, he had to keep struggling. He didn't have some of the necessary documents, so he was transferred to a different town. **(5)**_____, he had to share a small flat with two other immigrants for over a year. He never stopped dreaming of being a writer and wrote every touching moment of his journey.

As soon as he had a steady life, he enrolled in his dream school, where he met an inspiring teacher. They worked together to edit his survival memories into a book, which later became a best-seller. This was the beginning of his career as a well-known author. His story has taught me to keep working hard to make my dreams come true.

4 **a)** Draw Ss' attention to the table. Elicit/Explain the elements of a story. Then, ask them to read the story again and fill in the table. Monitor the activity around the class. Elicit the answers.

KEY

Characters (Who were the characters?)	Grandpa George, his parents and teacher
Setting (Where and when did the story take place?)	Place: Village, ship, ocean, new country Time: Late 1920s
Plot (What happened?)	Young George wanted to be a writer, so he decided to immigrate to another country for his education.
Climax (What was the most exciting part of the story?)	The ship was about to sink, so George volunteered to row to the nearest island to ask for help.
Theme (What was the message of the story?)	If we want to make our dreams come true, we must keep working hard.

b) Have Ss work in pairs and retell Grandpa George's story to each other using their notes in the table. Monitor the activity around the class.

This activity enables students to analyze a short story (plot, setting, climax, characters, etc.) to summarise it.

KEY

Ss' own answers

5 Have Ss work in pairs and talk about a hard time they have passed through. Get them to ask and answer the given questions. Monitor the activity around the class.

This activity enables students to talk about a personal experience in the past.

KEY

Ss' own answers

6 Ask Ss to imagine Grandpa George didn't leave his village. Allow them enough time to write a different story for him.

This activity enables students to complete the missing parts of a short story with their own words.

KEY

Ss' own answers

TEACHER'S NOTE

OLD HABITS DIE HARD

1 **a) Fill in the table with your childhood habits.**

CHILDHOOD HABITS				
the games you used to play	the way you used to look like	the type of music you used to listen to	the cartoons you used to watch	the meals you used to like/ dislike

b) Now, work in pairs. Use your answers in the table and talk about your past habits as in the example.

E.g.

2 **Read the text below and answer the questions about Tom's childhood habits.**

Good Old Childhood

When I look back on my childhood, I feel great. My friends and I spent most of our time playing marbles or hide-and-seek. Weekday evenings were reserved for sports. I used to play basketball every evening after school. I keep the tradition going, but I play tennis now. I used to listen to rock music all the time. My routines were very important to me as I was a creature of habit. Every morning, I would eat two eggs and would not leave the house without drinking my honey milk. My parents were very strict about the whole family sharing the chores on Saturday mornings. We did the dusting with my sister while my brother and dad mopped the kitchen floor and vacuumed the rooms. We used to watch cartoons with my sister after we finished cleaning. Old habits die hard; at the age of 17, I still like watching cartoons with my sister.

1. What did Tom and his friends use to do? _____.
2. What did Tom use to do on weekday evenings? _____.
3. What was his favourite music genre? _____.
4. What was his morning routine like? _____.
5. What chores did Tom use to do? _____.
6. What did they use to do once they finished their chores? _____.

3 **Talk about your childhood memories in class as in exercise 2.**

1 **a)** Draw Ss' attention to the table. Elicit/Explain any unknown words. Then, ask them to fill in the table with their childhood habits. Elicit the answers.

KEY
Ss' own answers

b) Draw Ss' attention to the given dialogue. Then, have them work in pairs and talk about their past habits by using their answers in the table. Monitor the activity around the class.

This activity enables students to talk about past habits.

KEY
Ss' own answers

2 Have Ss read the text about Tom's childhood habits and answer the questions. Elicit the answers.

This activity enables students to answer the questions about a text on people's habits and experiences in the past.

KEY
1. They used to play marbles or hide-and-seek. 2. He used to play basketball. 3. It was rock. 4. He used to eat two eggs and drink honey milk. 5. He used to do dusting with his sister. 6. They used to watch cartoons.

3 Ask Ss to talk about their childhood memories as in exercise 2.

KEY
Ss' own answers

TEACHER'S NOTE

1 **Work in pairs. Discuss if you agree or disagree with the statements. Give reasons.**

- Living with your parents during university is ideal because it is more comfortable.
- Attending university in a different city allows you to be independent and gain new life skills.
- It's difficult to concentrate on lessons while learning to live on your own.

2 **Read the introduction paragraph of the opinion essay below. Underline the writer's opinion about the topic.**

Where Should I Go to University: In My Hometown or Another City?

Most students around the world leave their family homes for education. Is it a real challenge or an opportunity to move away for university? I think it's better to go to university in a different city because you can gain new skills and discover new places and cultures.

In my opinion, it is a great way to learn how to live on your own while continuing your education. **(1)**_____. For example, when I was at university in a different town, I learnt how to spend my money wisely and make my own budget. Besides, **(2)**_____.

Furthermore, students who live away from their homes have a greater chance to travel. Going to university outside of town is like being a tourist in your home country. As a student, **(3)**_____ and explore the places I hadn't been before.

On the other hand, it may seem challenging to start a new life. **(4)**_____. As a result, there are a lot of students who don't want to leave the comfort of their homes. However, to my mind, if you learn to struggle for your life at school, you will develop problem-solving skills. **(5)**_____ for working life challenges.

In conclusion, your parents' home is more comfortable for you because it allows you to concentrate on your studies. Nevertheless, if you don't try to fly on your own, you won't be able to see the world from a different perspective. It's really worth taking risks to learn how to be independent.

3 **a) Read the essay and complete the paragraphs with the sentences below.**

a) I used to make a list of the places to visit during my breaks
b) You can learn how to manage your life and be more independent
c) The difficulties you experience at school help you be well-prepared
d) I had the chance to live my life by my own rules
e) It is not easy to make a budget plan for the bills, books and food

b) Read the essay again and underline the topic sentences in the paragraphs.

4 **Choose a topic and write an opinion essay using the template in the appendix on page 95.**

1 Draw Ss' attention to the statements. Elicit/Explain any unknown words. Then, have them work in pairs and discuss if they agree or disagree with the statements. Monitor the activity around the class.

KEY

Ss' own answers

TEACHER'S TIP

Thesis statement: A thesis statement is a sentence that expresses the topic and aim of the essay. It is usually written as the last sentence of the introduction paragraph. A strong thesis statement guides the framework of the essay and helps the reader understand the ideas that will be discussed in the following paragraphs.

Topic sentence: A topic sentence is usually the first sentence of a paragraph. It organises the paragraph by summarising the information in it.

Supporting sentences: The supporting sentences are sentences with information that back up the main idea or claim.

2 Ask Ss to read the introduction paragraph of the essay and underline the writer's opinion about the topic. Elicit the answers.

This activity enables students to identify thesis statement in a given sample essay about a challenge.

KEY

I think it's better to go to university in a different city because you can gain new skills and discover new places and cultures.

3 **a)** Have Ss read the essay and complete the paragraphs with the given sentences. Elicit the answers.

This activity enables students to identify supporting points and examples in a given sample essay about a challenge.

KEY

1. b 2. d 3. a 4. e 5. c

b) Ask Ss to read the essay again and underline the topic sentences in the paragraphs. Elicit the answers.

This activity enables students to identify topic sentences in a given sample essay about a challenge.

KEY

- **Paragraph 2:** In my opinion, it is a great way to learn how to live on your own while continuing your education.
- **Paragraph 3:** Furthermore, students who live away from their homes have a greater chance to travel.
- **Paragraph 4:** On the other hand, it may seem challenging to start a new life.

4 Ask Ss to choose a topic and write an opinion essay in their notebooks using the template in the appendix on page 95. Since it may take some time, you may assign it as homework. Encourage Ss to share their essays with the class.

KEY

Ss' own answers

CLIL

Health

MIND-BODY THERAPY

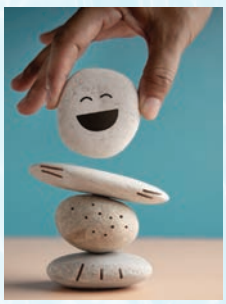
1 **Discuss the questions below with your partner and share your answers with the class.**

- Do you think our mood affects our physical health?
- Do you think it's helpful to get extra help in addition to medical/hospital care when we're sick?

3.6

2 **Read and listen to the text. Underline the illnesses that mind-body therapy can support the medical treatment.**

Finding the Balance



Mind-body therapy is a set of healing methods. It studies the links between the brain, mind, body and behaviour, and also how emotional, mental and social factors can have a direct effect on health. It shows methods that improve each person's capacity for self-awareness and self-care. **Art therapy**, **group therapy** and **dance therapy** are some examples of mind-body therapy treatments. Many studies have shown in the last 20 years that mind-body therapies can help patients with coronary heart disease. They support people who are already getting regular treatment to stay healthy for another two to five years. People who are in pain also frequently seek relief through mind-body therapy. Some mind-body therapies help patients suffering from painful illnesses such as migraine headaches, multiple sclerosis and epilepsy. Research on these therapies has found evidence that they are quite effective. Similarly, studies on cancer patients show that mind-body therapies improve mood and quality of life while also reducing disease and treatment-related symptoms such as nausea, vomiting and pain after chemotherapy. In short, mind-body therapy improves the performance of modern medicine, and it's especially beneficial to people with chronic illnesses who need extra help.

3 **What do you think these words mean? Find them in the text and match them with their definitions.**

a) healing **b)** self-awareness **c)** relief **d)** nausea

1. a sense of sickness in the stomach that makes you think you're about to vomit
2. a happy sense that something bad hasn't happened or has ended
3. the process of becoming better, especially after an illness, a wound or another type of harm
4. what you know and what you think about yourself

4 **Fill in the blanks with the bold words in the text.**

They thought it would be hard for me to walk after breaking my leg, but **(1)**_____ changed everything.

(2)_____ was important in my recovery from an eating disorder. Sharing stories with others is really helpful.

She thinks less about her illness now because she attends **(3)**_____. Colours have that kind of power.

5 **Say at least three facts you've learnt about mind-body therapy. Discuss them with the class.**

Progress Check

CLIL

1 Give Ss enough time to discuss the given questions. Encourage them to share their answers with the class.

KEY
Ss' own answers

3.6 2 Have Ss read and listen to the text and underline the illnesses for which mind-body therapy can help. Remind them that this kind of therapy can only support medical treatment. Elicit the answers.

KEY
coronary heart disease, migraine headaches, multiple sclerosis, epilepsy, nausea, vomiting and pain after chemotherapy

3 Allow Ss enough time to find the given words in the text and guess their meanings from the context. Then, ask them to match the words with their definitions. Elicit the answers.

KEY			
1. d	2. c	3. a	4. b

4 Allow Ss enough time to read the sentences and complete them with the bold words in the text. Elicit the answers.

KEY		
1. dance therapy	2. group therapy	3. art therapy

5 Ask Ss to share at least three facts they have learnt about mind-body therapy and discuss them with the class.

KEY
Ss' own answers

KEEP IN MIND
Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 4 Presentation

HERE WE GO!

Destination
1. Describing places, people and events in the past
2. Ordering events
3. Talking about personal experiences in the past
On the way
Vocabulary related to ordering past events & personal experiences

SPOTLIGHT

1 **Match the sentence halves below to describe life.**

◯	**1.** Life is a work	**a)**	to see if they work.
◯	**2.** Life is so unpredictable	**b)**	in progress.
◯	**3.** Life is really simple,	**c)**	not to be saved.
◯	**4.** Life is trying things	**d)**	that we never know what comes next.
◯	**5.** Life is ours to be spent	**e)**	but we insist on making it complicated.

2 **How do you define life in your own words? Write and share it with your classmates.**

Life is _____.

3 **Read the movie quotes below. Which of them gives the similar messages with the sayings in exercise 1?**

◯ **a)** **"Oh yes, the past can hurt. But you can either run from it, or learn from it."**
The Lion King

◯ **b)** **"Carpe diem. Seize the day, boys. Make your lives extraordinary."**
Dead Poets Society

◯ **c)** **"How many times do I have to teach you: Just because something works doesn't mean it can't be improved."**
Black Panther

◯ **d)** **"Life is like a box of chocolates, you never know what you're gonna get."**
Forrest Gump

4 **Write your favourite movie quote about life and discuss it with your partner.**

_____.

SPOTLIGHT

1 Draw Ss' attention to the halves of the sayings about life. Ask them to match the halves. Then, initiate a classroom talk about life and its general definition. Encourage them to convey the meaning behind the quotes and discuss. If needed, you can give an extra quote to expand the discussion. "Life is a coin. You can spend it any way you wish, but you only spend it once." by Lilian Dicson. Elicit the answers.

KEY				
1. b	2. d	3. e	4. a	5. c

TEACHER'S TIP

Life is a work in progress. *(by Jeff Rich)*
Life is so unpredictable that we never know what comes next. *(by Maria Jinwala)*
Life is really simple, but we insist on making it complicated. *(by Confucius)*
Life is trying things to see if they work. *(by Ray Bradbury)*
Life is ours to be spent, not to be saved. *(by D.H.Lawrence)*

2 Ask Ss to make their own definition of life. Remind them they can use either a noun or an adjective to express their thoughts. Allow enough time to do the task and motivate them to share their own definitions in the class.

KEY
Ss' own answers

3 Have Ss talk about the movies in the pictures. Ask them what they know about the movies first. Then, have them read the quotes from the movies and try to catch the similarities between the sayings in exercise 1. Elicit the answers.

KEY			
a) 4	b) 5	c) 1	d) 2

4 Ask Ss to think of their favourite movie quote about life. Have them write it in their books and share it with the class.

KEY
Ss' own answers

TEACHER'S NOTE

ONCE YOU CHOOSE HOPE, ANYTHING IS POSSIBLE!

1 **Guess and match the names of well-known people with their statues. One name is extra.**

a) Elvis Presley **b)** Sabiha Gökçen **c)** Marie Curie
d) Terry Fox **e)** Florence Nightingale

2 **Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out.**

FLORENCE NIGHTINGALE
- nurse/known as "The Lady with the Lamp"
- Tuscany, Italy-1820
- be in charge of nursing soldiers in Türkiye in the Crimean War
- be the founder of modern nursing

ELVIS PRESLEY
- singer/known for his iconic voice
- Mississippi, the U.S.-1935
- help popularise rock'n'roll music
- change the course of music in the 1950s

MARIE CURIE
- physicist and chemist/known as the pioneer in the study of radiation
- Warsaw, Poland-1876
- discover the elements polonium and radium
- receive Nobel Prize twice

Isla: Who was Terry Fox?
Theo: He was an athlete and an activist who had a strong determination.
Isla: Oh, I've never heard of him. Where was he born?
Theo: He was born in Winnipeg, Canada in 1958.
Isla: What did he do?
Theo: He started the Marathon of Hope to raise money for cancer research. He also became the first single person to collect such a large sum of money. Sorry to say that, but he died at the age of 22.

3 **Guess the meaning of the bold words and choose the correct option.**

1. After Susie had moved to Italy, she was **diagnosed** with diabetes.
a) to name exactly what the illness is **b)** to give information about the illness

2. My father had undergone **surgery** on his heart before I graduated from university.
a) treatment of diseases by cutting a part of the body **b)** dressing a wound with a plaster

3. The famous tennis player made a remarkable **recovery** from a shin injury.
a) physical damage to someone's body **b)** becoming well again after an illness

1 Tell Ss to look at the statues of the well-known people. Ask them to guess and match the pictures with the names. Remind them that one name is extra. Elicit the answers.

KEY				
1. d	2. e	3. a	4. c	b (Extra)

2 Divide Ss into pairs. Ask them to prepare a similar dialogue as in the example using the notes about the well-known people. Then, tell them to act it out.

This activity enables students to describe places, people and events in the past.

KEY
Ss' own answers

3 Ask Ss to read the sentences carefully and choose the correct option for the definitions of the words in bold. Elicit the answers.

KEY					
1. a	2. a	3. b	4. a	5. b	6. b

TEACHER'S NOTE

4. After an **exhausting** shift at the hospital, the doctor just wanted to get home for some sleep.
   a) extremely tiring **b)** extremely disappointing
5. **Regrettably**, COVID-19 has caused the deaths of many people all over the world.
   a) in a way that makes you feel interested **b)** in a way that makes you feel sorry
6. The interview with Terry Fox's foundation manager was **aired** live last night.
   a) to broadcast on TV **b)** to speak on TV

4.1 **4 Listen to the text about Terry Fox and match the events.**

1. When Terry was 18 years old,
2. When he saw the doctor,
3. Before Terry lost his leg,
4. After he had recovered,
5. While he was running,
6. After he had started running in 1981,

a) his coach had visited him in the hospital.
b) he collected a large sum of money.
c) he was diagnosed with bone cancer.
d) he learnt that he needed surgery.
e) he started running a little distance every day.
f) he was having pains.

4.2 **5 Listen to the text again and put the events in the correct order.**

a) He started the Marathon of Hope in 1980 and raised $23.4 million for cancer research.
b) He was affected by the newspaper article, and he decided to start running again after his surgery.
1 **c)** Terry ran and played basketball during his high school years.
d) He died in 1981, but his inspiring story started with Terry Fox runs.
e) Before the operation, his coach showed him a newspaper article about a man with one leg.
f) Unfortunately, cancer had returned and spread over the rest of his body.
5 **g)** After the surgery, he could walk with an artificial leg, and he began running again.
h) At the age of 18, he was told that he had bone cancer and required surgery.

6 Discuss the following questions explaining your reasons.

- How can you describe Terry's life?
- Would you start running again after a serious surgery?
- Would you like to attend the Marathon of Hope?

4.1

4 Ask Ss to listen to the text about Terry Fox and match the events carefully. Play the recording at least twice. Elicit the answers.

This activity enables students to identify expressions related to ordering past events in a recorded text.

KEY					
1. c	2. d	3. a	4. e	5. f	6. b

4.2

5 Tell Ss to listen to the text again to put the events in the correct order. If needed, have them listen one more time. Elicit the answers.

This activity enables students to put the past events in order in a recorded text/video.

KEY							
a) 6	b) 4	c) 1	d) 8	e) 3	f) 7	g) 5	h) 2

6 Ask Ss to discuss the given questions by explaining their reasons.

KEY
Ss' own answers

TEACHER'S NOTE

BEHIND EVERY PERSON LIES A STORY

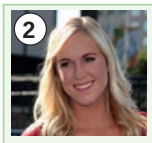
1 **Read what Gabriel Garcia Marquez, the famous Latin American author, said about life. Do you agree with him? Discuss with the class.**

> What matters in life is not what happens to you but what you remember and how you remember it.

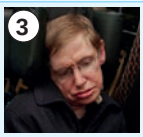
2 **Read the mini texts about the differently-abled people in the photos and write the given words in the blanks. One is extra.**

diagnosed | attacked | discovered | lost

1 Andrea Bocelli is a famous Italian tenor who was diagnosed with glaucoma, a disease that damages the eye's optic nerve. Then, he _____ his sight after a football accident when he was just 12.



2 Bethany Hamilton is an American professional surfer and author who was _____ by a tiger shark when she was 13. Just one month after the attack, she was on her surfboard again.



3 Stephen Hawking was a British cosmologist and author whose books helped to make science accessible. At the age of 21, he was _____ with ALS, motor neurone disease, which left him unable to move and speak.

3 **a) Work in pairs. Look at the names of the books written by the perfectly imperfect people given above. Guess who wrote them and share your guesses with the class. One is extra.**

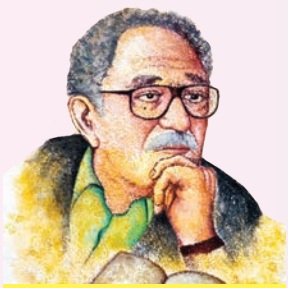
Soul Surfer | The Music of Silence | Still Me | The Universe in a Nutshell

b) Name an author whose words you remember forever. Share the names of his/her books you read with the class.

4 **Read the biography of Marquez and complete the blanks with the sentences below.**

a) His masterpiece helped him win the Nobel Prize in Literature in 1982
b) In 1946, he enrolled in the National University of Bogotá to study law
c) His most popular novel, *One Hundred Years of Solitude*, was published in 1967
d) When he decided to have a career in journalism, he ended his law studies
e) He learned everything from his grandfather in his childhood

THE LITERARY GIANT MAKING THE ORDINARY EXTRAORDINARY



Gabriel Garcia Marquez

Gabriel Garcia Marquez, who was born in 1927 in Columbia, was a novelist, screenwriter and journalist. Known as Gabo by the writers and readers of South America, he was mainly raised by his maternal grandparents in Aracataca, a banana-growing town near the Caribbean coast. His grandfather, who was a retired army colonel, was a big inspiration for Marquez throughout his life. **(1)**_____. He also enjoyed his grandmother's unique way of telling stories. She was the woman who coloured his imagination with folk tales and ghost stories. When he was 13, they moved to Barranquilla, a port city, where he started high school. He acquired a reputation as being a very shy boy who wrote humorous poems and drew cartoons.

1 Direct Ss to the quote of Gabriel Garcia Marquez. Ask them to share their ideas about the quote. Elicit the answers. Ask them if they remember any quotes of their favourite authors. Encourage them to share the quotes with the class.

KEY
Ss' own answers

2 Ask Ss to pay special attention to the mini texts about the inspiring people in the photos. Give Ss time to read the texts and write the correct words in the blanks. Remind them that there is one extra word. Ask various Ss around the class to share their answers with the class.

KEY			
1. lost	2. attacked	3. diagnosed	discovered (Extra)

3 **a)** Draw pairs' attention to the names of the books given and ask them to guess who wrote them. Ask Ss to discuss in closed pairs about the authors of the books. Remind them that there is one extra book whose author is different from the given people. Monitor the activity around the class. Ask various Ss to share their guesses.

KEY
Bethany Hamilton wrote the book, *Soul Surfer.* *The Music of Silence* was written by Andrea Bocelli. Stephen Hawking was the author of *The Universe in a Nutshell*. Christopher Reeve wrote the book, *Still Me.* (Extra)

b) Ask Ss to name their favourite authors and share the names of his/her books they read. Elicit answers from various Ss around the class.

KEY
Ss' own answers

4 Explain the task and draw Ss' special attention to the sentences given about Gabriel Garcia Marquez. Give Ss time to complete the task. Check their answers. You can ask various Ss to read the biography aloud.

KEY				
1. e	2. b	3. d	4. c	5. a

IDIOM OF THE THEME

fight tooth and nail: to try very hard to get something you want

E.g. *May fought tooth and nail to win the tennis tournament.*

TEACHER'S NOTE

5 **Work in pairs. Reread the biography to number the following events in chronological order.**

- ◯ **a)** getting married
- ◯ **b)** starting law school
- (1) **c)** leaving his hometown for high school
- ◯ **d)** receiving the Nobel Prize in Literature
- ◯ **e)** writing the novel *Leaf Storm*
- ◯ **f)** releasing his masterpiece
- ◯ **g)** going to Europe as a journalist
- ◯ **h)** moving to Mexico

6 **Read the biography again and answer the questions.**

1. Where did Gabriel Garcia Marquez grow up?
2. Who was he inspired by?
3. How many years did it take Marquez to find a publisher for his first novel?
4. What book did Marquez win the Nobel Prize for?
5. How old was he when he was awarded the Nobel Prize in Literature?
6. When was his novel *Love in the Time of Cholera* published?

Discuss the sayings below with the class.

- Everyone has a story within them. Let yours out!
- A winner is a dreamer who never gives up.
- It is our imperfections that make us so perfect.

7 **Search for a famous person/inventor/scientist/sportsperson who will inspire you to never give up. Write a biography of her/him considering the information below.**

- Early life and childhood
- Adulthood
- Path to success (major events and milestones)
- Current life (if they are still alive)
- Later life (if they are no longer alive)

(2)_____. Meanwhile, an editor of a magazine wrote an opinion stating that Colombia had no talented young writers, Marquez sent him some of his short stories, which the editor published as *Eyes of a Blue Dog*. **(3)**_____ and fought tooth and nail to become a successful journalist. In 1954, he was sent to Rome on an assignment for his newspaper. In 1955, his first novel, *Leaf Storm*, was published. He had written it seven years earlier, but he could not find a publisher until then. In 1958, he married Mercedes Barcha Pardo, and they had two children. **(4)**_____. It was considered the author's masterpiece and the best example of his style, magic realism. The novel, which tells the multi-generational story of the Buendia family through love and war, has been translated into a large number of languages and has sold millions of copies. **(5)**_____ and became a global classic. Three years later, Marquez's novel, *Love in the Time of Cholera*, based on the love affair of his own parents, was published. Marquez, the master of magical realism, announced his retirement from writing in 2008 and died on April 17, 2014. In Colombia, he became a symbol of national pride. As the best known Latin American writer of all time, he achieved being accessible to the common readers as well as the sophisticated scholars.

5 Draw pairs' attention to the events in the life of Marquez. Ask them to read the biography again to number the given events in chronological order. Monitor the activity around the class. Ss complete the task in closed pairs. Check pairs' answers.

This activity enables students to order the events in the biography of a famous person.

KEY							
a) 5	b) 2	c) 1	d) 8	e) 3	f) 7	g) 4	h) 6

6 Explain the task and give Ss time to complete the task. Ss write the answers in their notebooks. Check Ss' answers.

KEY
1. He grew up in a banana-growing town called Aracataca in Columbia. 2. He was inspired by his maternal grandparents, especially by his grandfather, who was a retired colonel. 3. It took him seven years to find a publisher for his first novel, *Leaf Storm*. 4. Marquez won the Nobel Prize for his novel, *One Hundred Years of Solitude*. 5. He was 55 when he was awarded the Nobel Prize for Literature. 6. His novel, *Love in the Time of Cholera*, was published in 1985.

Direct Ss' attention to the sayings given. Give Ss time to think about the sentences. Encourage them to discuss the sayings with the class. Elicit Ss' ideas around the class.

KEY
Ss' own answers

7 Ask Ss to search for a famous person/inventor/scientist/sportsperson who will inspire them to never give up. Then, ask them to write a biography of her/him on a blank sheet of paper. Remind Ss that they will take into consideration the steps given. Alternatively, assign this task as homework.

KEY
Ss' own answers

TEACHER'S NOTE

LITTLE KIDS, BIG DREAMS

1 **Look at the list of childhood dreams below. Which ones are familiar to you?**

- Being an astronaut/teacher/actress, etc.
- Living in a castle/in another planet, etc.
- Going to India/Cuba/Mars, etc.

2 **Read the dialogue and tick (✓) the correct statements.**

Chris: Hi Mila! What are you up to?
Mila: I've been busy with my presentation since the morning. Luckily, it's about to finish.
Chris: Hmm! What's it about?
Mila: Well, it's about the successful people who achieved their childhood dreams, and I chose Jane Goodall.
Chris: Isn't she the British primatologist who spent her life observing chimpanzees in Africa?
Mila: Yes, exactly, and the one that records their every move. Can you believe that this was her childhood dream?
Chris: No, I didn't know that her childhood dream was to research chimps.
Mila: Well, she was just a baby when her father bought a toy chimpanzee for her first birthday. She loved it and named it Jubilee. From that day on, the toy remained by her side.
Chris: Superb! From a toy chimp to the chimps in Africa.
Mila: Exactly! As a child, she loved to be in nature and dreamed of helping animals. She loved books about animals and Africa. The stories of *Dr Doolittle* and *Tarzan* were her favourites.
Chris: Fantastic! It reminded me of one of my childhood dreams. When I was nine, I received a present, a Jules Verne collection. *Journey to the Center of the Earth* is still my number one. After I finished reading it, I decided to be a scientist and travel to unknown places.
Mila: Ha ha! Now I see why you chose to be a geologist.

◯ **1.** Mila is preparing a presentation about famous entrepreneurs of all time.
◯ **2.** Jane Goodall always dreamed of going to Africa, but she couldn't afford this.
◯ **3.** Her favourite toy was the chimpanzee that her father gave as a present.
◯ **4.** She used to read books about wildlife when she was a little girl.
◯ **5.** Chris liked to read adventure books when he was a child.

3 **Work in pairs and prepare a dialogue about your childhood as in exercise 2. Think about your favourite toys, books and the activities you did as a child.**

PRONUNCIATION MATTERS

4.3

A. **Listen and practise. Notice the pronunciation of -ed.**

/d/	/t/	/ɪd/
smelled /smeld/	walked /wɔːkt/	visited /vɪzɪtɪd/
allowed /əˈlaʊd/	hoped /həʊpt/	exploded /ɪkˈspləʊdɪd/

4.4

B. **Listen and write the following verbs under the correct sound on the table in exercise A.**

• claimed • waited • missed • raised • selected • talked

1 Draw Ss' attention to the list of childhood dreams and encourage them to share their ideas with the class.

KEY
Ss' own answers

2 Have Ss read the dialogue and tick the correct statements. Then, elicit the answers in the class.

KEY				
1	2	3	4	5

3 Ask Ss to work in pairs and prepare a dialogue as in exercise 2. Remind them to talk about their favourite toys, books and activities as a child.

This activity enables students to share their personal experiences in the past.

PRONUNCIATION MATTERS

4.3 **A.** Ask Ss to listen and practise. Remind them to notice the pronunciation of -ed.

4.4 **B.** Draw Ss' attention to the verbs and ask them to listen and write the verbs under the correct sound. Elicit the answers.

This activity enables students to practise pronunciation of ed sounds- following voiced and unvoiced consonant sounds and following /t/-/d/ sounds.

KEY

/d/	/t/	/ɪd/
raised	talked	waited
claimed	missed	selected

TEACHER'S NOTE

WRITING AN ESSAY ABOUT A WELL-KNOWN TURKISH FIGURE

1 **What do you know about the famous figures in Turkish history below? Share your ideas with the class.**

☼ Sabiha Gökçen ☼ Cahit Arf ☼ Vecihi Hürkuş ☼ Halide Edip Adıvar

2 **Read about the life story of Vecihi Hürkuş and write true (T), false (F) or not stated (NS).**

THE HERO IN THE SKY

Vecihi Hürkuş, who was born in 1896 in İstanbul, was an aviator, engineer and entrepreneur. He built Türkiye's first aircraft, which makes him one of the most inspirational heroes in Turkish history. From an early age, he wanted to be a pilot, but he was too young for it and studied mechanics instead. During World War I, he served as a mechanic in Baghdad. When he was injured severely, he was sent back to İstanbul where he joined *Tayyare Mektebi*. As soon as he received his pilot certificate, he joined the 7th aeroplane company and fought on the Caucasus front. He shot down an aeroplane and became the first Turkish pilot to shoot down an enemy aircraft.

During the War of Independence, he had only one project on his mind, manufacturing Türkiye's first aeroplane. Nobody believed that he could make his dream come true, but he designed his aeroplane, the Vecihi K-6, in 1924 and made his first flight a year later. In 1930, he made the Vecihi-14, the first civilian aircraft, only in ninety days but couldn't get a flight permission because there was no official test center in the country in those days. Therefore, Hürkuş took his plane to pieces and brought it to the Czechia for evaluation. Then, he flew back to his country on his plane. Later he established a civilian flying school, *Vecihi Sivil Tayyare Mektebi*, to inspire young Turkish engineers to study aviation and pilots to join the Turkish Air Force. He trained the first female aviator in the country, Bedriye Gökmen. By the early 1950s, he founded the first private airline, Hürkuş Havayolları, in Türkiye. He was awarded by the Turkish Grand National Assembly with the Medal of Independence and three times with certificates. He passed away on July 16th, 1969.

I admire this amazing man because he never gave up despite many obstacles on his way and succeeded to turn every impossible situation to possible.

◯ **1.** Before Hürkuş became a pilot, he had served as a mechanic.
◯ **2.** His first mission was to fight against the enemy in İstanbul.
◯ **3.** He made the Vecihi K-6 by using the engines left over after World War I.
◯ **4.** Despite many difficulties, he never gave up making aeroplanes.
◯ **5.** He made many contributions to Turkish aviation.

3 **What personality traits make Vecihi Hürkuş a hero? Share your ideas with the class.**

4 **Search the Net for a well-known figure from Turkish history. Use the plan given below to write an essay about him/her in your notebooks.**

☼ **Introduction** (whom the paper is about)
- birthplace and date of birth
- thesis (why this person is important)
- colleges and young adult experiences

☼ **Body** (his/her life-changing events)

☼ **Conclusion** (restate your thesis)

WRITING AN ESSAY ABOUT A WELL-KNOWN TURKISH FIGURE

1 Ask Ss to look at the names of the famous people in Turkish history. Encourage them to share what they know about them.

KEY
Ss' own answers

TEACHER'S TIP
Cahit Arf: (1910-1997) He was a Turkish mathematician. He gained a worldwide reputation in algebra, and he is known for his studies named after him, such as "Arf Variant", "Arf Rings" and "Arf Closure". **Sabiha Gökçen:** (1913-2001) was a Turkish aviator. She was adopted by Atatürk. He gave her the family name Gökçen, which means belonging to the sky. **Halide Edip Adıvar:** (1884-1964) was a Turkish novelist, teacher and patriot. She was a literary giant as the author of the first war novel in Turkish Literature.

2 Tell Ss to read the text about the most well-known figure in Turkish aviation history, Vecihi Hürkuş and ask them to write true (T), false (F), or not stated (NS) to the statements. Then, elicit the answers in the class.

KEY				
1. T	2. F	3. NS	4. T	5. T

3 Encourage Ss to Encourage students to express their thoughts by giving reasons.

KEY
Ss' own answers

4 Ask Ss to search the Net for a well-known figure from Turkish history or choose a famous figure in exercise 1 and write an essay about him/her in their notebooks. Remind Ss to use the skeleton of an essay given below.

This activity enables students to write an essay about a well-known figure from Turkish history.

KEY
Ss' own answers

TEACHER'S NOTE

CLIL

ART

ART THROUGH LIFE

1 **Read the paragraph and match the highlighted idioms with their meanings. One is extra.**

- ◯ **a)** to develop and to become very successful
- ◯ **b)** to achieve success after retirement or failure
- ◯ **c)** too advanced or modern to be understood or appreciated

Throughout history, humanity has **(1)** come a long way in terms of expressing itself. Artwork, no matter when and how they were created, truly reflect the lives of their creators. In order to fully appreciate the paintings, we need to be aware of art history and its periods. Newer periods develop from older ones, making art a never-ending process of discovery. Vincent van Gogh, for example, considered himself an impressionist as an artist who was **(2)** ahead of his time. However, expressionism was highly influenced by his artwork.

2 **Read about the art movements and look at the artwork that represent them. Which one is your favourite? Explain why.**

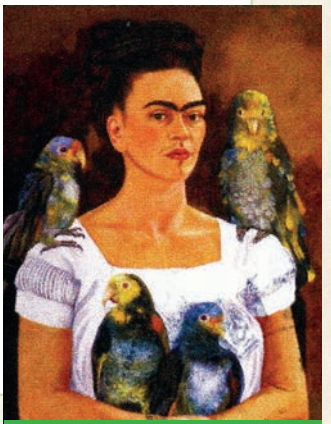
Cubism is a revolutionary art movement from the early 20th century that changed painting and sculpture in Europe, as well as music, literature and architecture. Instead of showing objects from a single point of view, cubist art shows them in geometrically simplified ways.

Three Musicians-Picasso

Wheat Field with Cypresses
Vincent van Gogh

Impressionism is a 19th-century art movement that takes life with all its reality and presents all of its changing features. It is all about human perception and experience as a result of great observation.

Symbolism is a late 19th-century movement that uses symbols to express all states of mind. It looks for the truth behind the patterns, shapes and lines in an abstract environment. Symbolist artists use metaphorical images to portray their ideas. Their artwork tells much more than the painted object.



Me and My Parrot-Frida Kahlo

3 **Read the quote by Vincent van Gogh. Discuss the role of art in life with your partner.**

"Art is to console those who are broken by life."

Progress Check

CLIL

1 Ask Ss to read the paragraph on art and find what the highlighted idioms mean. Elicit the answers.

KEY		
1. a	b (Extra)	2. c

2 Draw Ss' attention on the art movements given. Have them read the text carefully and choose their favourite movement. Ask them to give reasons. You can also ask them to find the keywords of each movement.

KEY
Ss' own answers

3 Have Ss read the quote by Vincent van Gogh. Encourage them to talk about the healing feature of art. Ask them whether one can feel better with art or not. If their answer is yes, let them explain it to their classmates.

KEY
Ss' own answers

KEEP IN MIND
Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 5 Presentation

HERE WE GO!

Destination
1. Expressing wishes and regrets for past events
2. Talking about unreal past events
On the way
Vocabulary related to wishes & regrets

SPOTLIGHT

1 If you had a remote control for your life, which button would you press most: rewind, pause or fast forward? Why? Share your answers with the class.

2 Match the quotes with their explanations. One is extra.

a
"You should never regret anything in life. If it's good, it's wonderful. If it's bad, it's experience."
Victoria Holt

b
"I wish life had a rewind button."
Shiza Shahid

c
"Thinking before acting is wisdom, but acting before thinking is regret."
Unknown

d
"The only real mistake is the one from which we learn nothing."
Henry Ford

1 ◯
Sometimes you may regret saying bad words and breaking hearts. You may want to take the words and actions back. You wish you could go back in time to change things.

2 ◯
Everybody makes bad decisions every now and then. Some people, on the other hand, repeat the same mistakes over and over. They can't learn anything if they don't admit they've made that mistake.

3 ◯
You may feel terrible about making mistakes. Later, you understand that your poor choices have taught you what you don't want or need. Making mistakes may give great life lessons.

3 Which of the quotes above is your favourite? Give an example to support your decision.

SPOTLIGHT

1 Draw Ss' attention to the image on which there are rewind, pause and fast forward buttons. Ask them which button they would press most if they had a remote control for their lives. Encourage them to give reasons for their choices.

KEY
Ss' own answers

2 Ask Ss to read the quotes and their explanations. Elicit/Explain any unknown words. Give them enough time to complete the task. Monitor the activity around the class. Elicit the answers.

KEY			
1. b	2. d	3. a	c (Extra)

3 Ask Ss what they think about the quotes given in exercise 2. Elicit some ideas. Encourage them to express their favourite quotes by giving an example.

KEY
Ss' own answers

TEACHER'S NOTE

NO REGRETS, JUST LESSONS

1 **a) Look at the photos. What do you think these people regret or wish for? Share your answers with the class.**

b) Now, match the following statements with the photos. One is extra.

- ◯ **a)** I wish I had put more effort into my studies.
- ◯ **b)** My computer wouldn't have broken down if I hadn't opened that email.
- ◯ **c)** If I had left a bit earlier, I wouldn't have gotten late to work.
- ◯ **d)** I wish I had paid more attention to the library rules.
- ◯ **e)** I wish I hadn't had a new haircut.

2 **Guess the meaning of the bold phrases and choose the correct option.**

1. We didn't want to blow out the candles without you, but you didn't **turn up**.
   a) wait **b)** arrive **c)** leave
2. Please **keep** me **posted** on your journey and send me photos each time you visit a new city.
   a) inform **b)** send **c)** ask
3. I wish you had some money **in hand** to help me with the payments.
   a) without **b)** limited **c)** available
4. You caught a cold because you didn't **put on** your coat.
   a) add **b)** wear **c)** uncover

5.1

3 **Listen to the dialogues and match them with the problems. One problem is extra.**

- ◯ **a)** not paying enough attention to the outfit
- ◯ **b)** not putting enough effort into schoolwork
- ◯ **c)** not being punctual or responsible

1 **a)** Draw Ss' attention to the photos. Each photo shows someone's regret or wish. Ask Ss to express their opinion about them.

KEY
Ss' own answers

b) Give Ss enough time to read the statements and match them with the photos. Remind them that one of the statements is extra. Elicit the answers.

KEY				
a) 2	b) 4	c) 1	d (Extra)	e) 3

2 Draw Ss' attention to the bold words in the statements. Ask them to read the statements carefully and guess the meanings of the words from the context. Give Ss enough time to complete the task. Monitor the activity around the class. Elicit the answers.

KEY			
1. b	2. a	3. c	4. b

IDIOM OF THE THEME

keep (someone) posted: to regularly give someone the most recent information about a situation
E.g. *Mrs Fox keeps the parents posted about her students' progress.*

5.1 **3** Draw Ss' attention to the photos on the next page. Ask them to describe what they see. Then, have them listen to the conversations and match them with the problems. Remind Ss that one problem is extra. Elicit the answers.

KEY		
a) 2	b (Extra)	c) 1

TEACHER'S NOTE

5.2

4 **Listen again and choose the correct option.**

1. If Karen had come home earlier, ...
   a) Nigel would have been angry with her.
   b) she would have gone to the concert.
2. Nigel would have waited more for Karen …
   a) if she had phoned to inform him.
   b) if she had gotten dressed quickly.
3. If Karen had found her charger, ...
   a) she would have called Nigel.
   b) she would have come home on time.
4. If Jimmy hadn't shared the photo, ...
   a) Linda would have done it.
   b) Linda wouldn't have warned him.
5. Linda would have uploaded her photos ...
   a) if she had desired.
   b) if Jimmy had chosen for her.
6. If Jimmy had known about her decision, …
   a) he would have shown her the photo.
   b) he wouldn't have uploaded her photo.

5 **a) Work in pairs. Match the situations with their results. One is extra.**

1. You didn't leave home on time.
2. You forgot to take your medication.
3. You missed your project's deadline.
4. You forgot to turn off the oven.
5. You ate a lot of strawberries.

a) You failed that class again.
b) You had red spots on your body.
c) You missed your appointment.
d) You couldn't fully recover.
e) You burnt the meal.
f) You fell out with him.

b) Now, ask and answer questions using the situations in exercise 5a.

E.g.

What would have happened if you had left home on time?

I wouldn't have missed my appointment.

PRONUNCIATION MATTERS

5.3

A. The contraction of *had/would* is pronounced /d/. Listen and repeat.

1. I wish I'd /aɪd/ called him before.
2. If we'd /wiːd/ turned up earlier, we wouldn't have missed the show.
3. You'd /juːd/ do the same if you were me.
4. He'd /hiːd/ join us if he had time.

5.4

B. Listen to the sentences. Decide if you hear *had, would* or their contraction *('d)* and tick (✓) the correct box.

	had /həd/	would /wʊd/	'd /d/
1.			
2.			
3.			
4.			

5.2 **4** Allow Ss enough time to read the questions. Then, have them listen to the conversations again and choose the correct option. Elicit the answers.

This activity enables students to identify expressions related to unreal past events.

KEY					
1. b	2. a	3. a	4. b	5. a	6. b

5 **a)** Have Ss work in pairs to match the given situations with their results. Give them enough time to complete the task. Elicit the answers.

KEY					
1. c	2. d	3. a	4. e	5. b	f (Extra)

b) Draw Ss' attention to the dialogue. Ask them to work in pairs again to ask and answer questions using the situations in exercise 5a. Monitor the activity around the class.

This activity enables students to ask and answer questions about unreal past events.

KEY
Ss' own answers

PRONUNCIATION MATTERS

5.3 **A.** Explain to Ss that when *would/had* is contracted, it is pronounced as /d/. Then, play the recording and ask them to repeat the sentences by paying attention to the contractions.

5.4 **B.** Have Ss listen to the sentences and decide if they hear *had*, *would* or their contraction (*'d*). Elicit the answers.

This activity enables students to practise contraction of had/would.

KEY

	had /həd/	would /wʊd/	'd /d/
1. She wishes she'd bought that car.			✓
2. I wish I had read this book before.	✓		
3. If she had seen you, she would have been proud.	✓	✓	
4. You'd have a lot of fun if you came to the party.			✓

TEACHER'S NOTE

WORDS OF WISDOM

1 **Do the survey and compare your answers with your partner's. Who is more open to advice from the elderly?**

1. The elderly advice can motivate me and help me avoid mistakes in life.
   ◯ agree ◯ uncertain ◯ disagree
2. Elderly people share advice based on their own regrets.
   ◯ agree ◯ uncertain ◯ disagree
3. The elderly advice isn't always reliable. It can mislead me.
   ◯ agree ◯ uncertain ◯ disagree
4. I don't usually take elderly people's advice seriously.
   ◯ agree ◯ uncertain ◯ disagree
5. I sometimes regret not paying attention to the advice of my elders.
   ◯ agree ◯ uncertain ◯ disagree

2 **Do you agree with the saying below? Share your opinions with the class.**

> Most times, the best piece of advice comes from regrets rather than perfection.

3 **What do you think these words mean? Find them in the text and complete the table in the appendix on page 96.**

questionable | fulfilling | nap | priority | embrace | ramble

4 **Read Grandpa Tom's letter to his grandson and underline the sentences that describe a wish, a regret or an unreal potential in the past.**

My precious grandchild Noah,

You have no idea how deeply I wanted to be there with you at your college graduation. Sadly, I won't be able to make it. Still, I'm sending you this letter with your mother, so you can feel like I'm there with you on this beautiful day.

My dearest child, today, as you begin a new chapter in your life, let me share some of my regrets with you so that you don't make the same mistakes. I hope this will help you in the future. There are many choices to make in life, and most of them are questionable. Decisions that seem right at the time may turn out to be wrong later.

First of all, my dearest, please always keep a healthy work-life balance. You know, I've spent my entire life working nonstop. When your mother was a little girl, for example, I missed all the special moments in her life because I was too busy working. Birthday parties, school plays ... It still burns me up today. I wish I had worked less and spent more time with my family.

1 Draw Ss' attention to the survey. Elicit/Explain any unknown words. Give them enough time to read the statements and decide if they agree/disagree with them. Then, ask them to compare their answers with their partner's. Monitor the activity around the class.

KEY
Ss' own answers

5.5 2 Ask students if they agree with the given quote. Encourage them to share their opinions with the class.

KEY
Ss' own answers

5.6 3 Ask Ss if they know the meanings of the given words. Then, have them find the sentences with these words in the text and complete the table in the appendix on page 96. Elicit the answers.

KEY					
1. f	2. d	3. b	4. a	5. c	6. e

4 Have students read the letter and underline the sentences that describe a wish, a regret or an unreal potential in the past. Elicit/Explain any unknown words. Elicit the answers.

This activity enables students to analyse a text to distinguish the expressions used to express wishes, regrets and unreal past.

KEY
1. I wish I had worked less and spent more time with my family. 2. If I had taken some risks, I could have had a more fulfilling life. 3. I wish I had taken better care of myself when I was younger. 4. I would be in a better condition today if I had paid more attention to my well-being.

TEACHER'S NOTE

5 **Read the letter again and choose the correct option.**

1. What is the purpose of Tom's letter?
   - **a)** Giving life advice by expressing his own regrets.
   - **b)** Confirming that he will be there to see his grandson graduate.
   - **c)** Asking about how his grandson's life is going.
2. Which of the following is **not** one of the themes of the letter?
   - **a)** anger **b)** regret **c)** remembrance
3. What other word from paragraph 2 means "option"?
   - **a)** chapter **b)** choice **c)** sure
4. What does Tom mean by saying "It still burns me up today." in paragraph 3?
   - **a)** He has an injury that still hurts.
   - **b)** He feels bad when he thinks about it.
   - **c)** He smiles when he remembers it.
5. In paragraph 4, how does the phrase "play safe" explain Tom's behaviour?
   - **a)** He was definitely a risk-taker when he was younger.
   - **b)** He was always careful while playing games.
   - **c)** He never took risks in the past.
6. What three words can describe Tom based on his letter?
   - **a)** careless, confused, selfish
   - **b)** wise, thoughtful, self-loving
   - **c)** mean, illogical, unrealistic

Discuss the following questions with your partner and share your ideas with the class.

- Have you ever done anything in the past that you wish you hadn't?
- What would you do if you could go back and relive a part of your life?

It's a changing world, son. Make bold moves. I was always afraid of losing, so I played it safe. If I had taken some risks, I could have had a more fulfilling life. Please take the chance when available!

Every day, take a walk in the woods, nap, exercise and pray. Make self-care a higher priority. Be thankful for what you have every single day! I wish I had taken better care of myself when I was younger. I never cared. I would have been in a better condition today if I had paid more attention to my well-being.

I'm grateful for everything life has taught me, good and bad. I love myself enough to embrace all of my regrets, I'm sure you will too! Oh my god, how I ramble! My beloved kid, whether you plan to use my advice right away or not, there's a good chance you'll find it useful.

Your adoring grandpa,

Tom Peterson

5 Give Ss enough time to read the letter again and choose the correct option. Elicit the answers.

KEY					
1. a	2. a	3. b	4. b	5. c	6. b

Have students discuss the given questions with their partner. Encourage them to share their ideas with the class. Monitor the activity around the class.

KEY
Ss' own answers

TEACHER'S NOTE

1 **Read the common regrets below and tick (✓) the ones you agree with. Share your ideas with the class.**

- ◯ Lack of social relations
- ◯ Not travelling a lot
- ◯ Having difficulty in asking for help
- ◯ Not expressing feelings/thoughts
- ◯ Worrying too much about others' opinions
- ◯ Unwilling to pursue dreams

5.5 **2** **Listen to two people talking about their regrets. Match them with their possible statements. One is extra.**

Wendy

Dan

- ◯ **1.** I wish I hadn't been too ambitious about making money.
- ◯ **2.** I wish I had been more physically active.
- ◯ **3.** I wish I had been a more responsible student when I was at high school.

5.6 **3** **Listen again and tick (✓) Yes or No.**

	YES	NO
1. Wendy wishes she had studied more.	◯	◯
2. She wishes she had chosen an easier job.	◯	◯
3. She wishes she hadn't gotten married at all.	◯	◯
4. Dan wishes he had worked more to be richer.	◯	◯
5. He wishes he had been with his family more.	◯	◯

4 **Work in pairs. Talk about the ideas below as in the example. Give reasons.**

1. I/grow up on a farm
2. My mother/not give up working
3. I/not go to school by school bus
4. I/join different school clubs at secondary school
5. I/learn two foreign languages up to now

E.g.

I wish I had grown up on a farm.

If I had grown up on a farm, I would have spent more time in nature.

Why do you think so?

1 Give Ss enough time to read the list of regrets and decide if they agree with them or not. Elicit/Explain any unknown words. Then, encourage them to share their ideas with the class.

KEY
Ss' own answers

2 Explain to Ss that they are going to listen to two people talking about their regrets. Draw their attention to the statements and elicit/explain any unknown words. Then, have Ss listen to the track and match the speakers with their possible statements. Remind them that one statement is extra. Elicit the answers.

KEY		
1. b	2 (Extra)	3. a

3 Give Ss enough time to read the statements in the table. Then, have them listen to the track again and tick Yes or No. Elicit the answers.

This activity enables students to determine relevant or/and irrelevant information in a recorded text/video about wishes and regrets.

KEY				
1. Yes	2. Yes	3. No	4. No	5. Yes

4 Have Ss work in pairs and talk about the given prompts as in the example. Monitor the activity around the class. Encourage them to give reasons for their choice.

This activity enables students to talk about regrets and wishes.

KEY
Ss' own answers

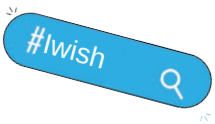
TEACHER'S NOTE

1 **Work in pairs. Discuss the questions below with your partner.**

- What are your top three life wishes?
- Have your wishes changed in the last three years?

2 **Read the social media post of Duncan. Then, match the photos with the sentences. One is extra.**

Hi, everyone! Today is my birthday, and I'm turning 18! No matter how happy I am with my life, there are some things I wish I had done earlier. I'd like to share a couple of them with you. Do you have similar regrets? What would you change if you could go back in time? Comment below and use the hashtag #Iwish. Who knows? Maybe expressing our regrets would inspire us to chase our dreams! For these three regrets, I now make three wishes!



1 ◯

2 ◯

3 ◯

a) **#Iwish** I had learned how to communicate fluently in another language.
b) **#Iwish** I had studied more instead of skateboarding on the streets for years.
c) **#Iwish** I had known earlier how important it is to get enough sleep.
d) I'm about to leave my hometown for university, and **#Iwish** I had spent more time with my family.

3 **Write down the things you wish you'd done sooner by using the #Iwish hashtag.**

Ben: **E.g.** #Iwish I had switched off my phone more often and used my free time to focus on myself. REPLY	REPLY
REPLY	REPLY
REPLY	REPLY

1 Have Ss work in pairs and discuss the given questions with their partner.

KEY
Ss' own answers

2 Have Ss read the social media post of Duncan and match the sentences under the text with the photos. Remind them that one sentence is extra. Elicit the answers.

KEY			
1. b	2. d	3. a	c (Extra)

3 Have Ss write down the things they wish they had done sooner by using the #Iwish hashtag in the comments section given.

This activity enables students to write their opinions and regrets according to #Iwish.

KEY
Ss' own answers

TEACHER'S NOTE

CLIL

History

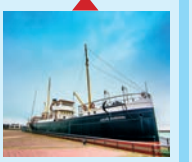
May 19 Commemoration of Atatürk, Youth and Sports Day

1 **One of the dates with great importance in the history of Türkiye is May 19, 1919. Work in pairs and discuss the following questions.**

- Why is May 19, 1919 such a significant date for the Turkish nation?
- Why did Atatürk dedicate this day to the Turkish youth?
- Why do you think Atatürk declared his birthday to be May 19th?

2 **Read through the timeline quickly. Complete the sentences with a question word and then match them with their answers. One is extra.**

The Historical Timeline Behind May 19, 1919

12 Apr 1919	30 Apr 1919	6 May 1919	15 May 1919	16 May 1919	19 May 1919
					
A Greek ship docked at the port of İzmir as a show of power for Greece.	Mustafa Kemal was appointed as the Ninth Army Troops Inspector.	Greece was allowed to land on Turkish territory as a result of the Paris Peace Conference.	Greece began its takeover of Western Anatolia. Hasan Tahsin was the first person to shoot at the Greek troops.	Mustafa Kemal boarded the ship SS Bandırma in İstanbul with his staff and set off for Samsun.	Mustafa Kemal started the Turkish National Movement, which led to the Turkish War of Independence.

1. _____ did the Greek ship dock?
2. _____ was Mustafa Kemal appointed as?
3. _____ was allowed to land on Turkish territory?
4. _____ did Hasan Tahsin fire the first bullet?
5. _____ ship did Mustafa Kemal board?
6. _____ did Mustafa Kemal start?

a) SS Bandırma.
b) Turkish National Movement.
c) Ninth Army Troops Inspector.
d) At the port of İzmir.
e) Greece.
f) Ottomans.
g) Greek troops.

3 **Work in pairs. Ask and answer the following questions. Share your answers with the class.**

- What does May 19 mean to you?
- How do you feel when you commemorate this day at your school?

Progress Check

CLIL

1 Have Ss discuss the questions about May 19, 1919 with their friends. Encourage them to talk.

KEY
Ss' own answers

2 Have Ss read through the timeline quickly. Ask them to complete the given sentences with a question word and match them with the answers. Remind them that one answer is extra. Elicit the answers.

KEY			
1. Where/d	3. Who/e	5. Which/a	f (Extra)
2. What/c	4. Whom/g	6. What/b	

3 Have Ss work in pairs. Have them ask and answer the given questions. Encourage them to share their answers with the class.

KEY
Ss' own answers

KEEP IN MIND
Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 6 Presentation

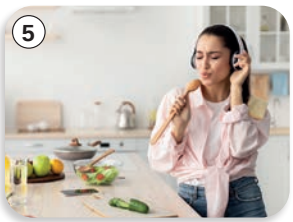
HERE WE GO!

Destination
1. Expressing degrees of certainty in the past
2. Expressing criticism for the events in the past
On the way
Vocabulary related to the feelings & emotions

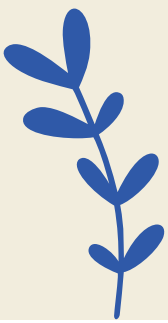
SPOTLIGHT

1 **Look at the photos and answer the questions.**

- What feelings do these photos arise in you?
- What is your own way to relax when you feel stressed?



2 **a) Read the ad below. What do you think is it for? Write two more options in the spaces given thinking of your needs and wants.**



This offer will be your best friend on your way to a better life. This experience will both open your heart and broaden your mind. It will help you to:

- **discover your life's purpose**
- **feel more confident about yourself**
- **be a more positive person**
- **enrich your relationships**
- **learn your capabilities**

E.g.
a music box
a ticket to your dream city
a book _____
a telescope _____

b) Read the ad again and discuss the meanings of the underlined phrases with a partner.

SPOTLIGHT

1 Draw Ss' attention to the photos. Encourage them to express their feelings about the activities in the photos. Have them discuss the questions and talk about their own ways to overcome stress.

KEY
Ss' own answers

2 **a)** Tell Ss to pay attention to the ad given and read the promises carefully. Encourage them to make guesses on the ad. What could it be for? Remind them they should think of their own needs and wants. A few minutes later, elicit the answers.

KEY
Ss' own answers

b) Have them think over the underlined phrases; open your heart and broaden your mind. Encourage them to guess the meaning from the context.

TEACHER'S TIP
open your heart: to talk honestly and open your feelings to someone/to become generous and kind **broaden one's mind:** to increase one's knowledge and understanding

TEACHER'S NOTE

HONESTY IS THE BEST POLICY

1 **Look at the photos and make guesses. What could have happened in each photo?**

a) Why was the woman shocked? What did she see?

b) Who was this man? What was he doing?

c) Whose telephone was it? Who was calling?

2 **Read the dialogue between Clara and Gabriel and answer the questions.**

Clara: Oh, Gabriel! I'm very much worried about our son, Alex. I've called him many times, but he didn't answer my calls.
Gabriel: Calm down, honey. Did you call Aunt Charlotte or Uncle Lorenz?
Clara: Sure, but their mobile phone was off. I think the battery might have been dead or they might have fallen asleep.
Gabriel: Hmm, I'm also getting worried. Something must have gone wrong there. Let's drive and find out right now.

1. Why were Clara and Gabriel worried?

_____.

2. What do you think might have happened to Alex, Aunt Charlotte and Uncle Lorenz?

_____.

3 **Guess the meaning of the bold words/phrases and choose the correct option.**

1. The detective questioned the **suspect** of the case.
   - **a)** a person thought to be innocent of a crime
   - **b)** a person thought to be guilty of a crime
2. She has an **alibi** for the whole weekend that she was out of town.
   - **a)** The proof that a person was in another place at the time of the crime
   - **b)** The proof that a person was at the crime scene
3. The police are still looking for a vital **clue** for the bank robbery.
   - **a)** false information that is given by the suspects about a case
   - **b)** an object, a piece of evidence or some information that helps someone solve a crime
4. Jerry decided to **come clean** and let the teacher know that he hadn't finished the project.
   - **a)** to keep something as a secret
   - **b)** to tell the truth

1 Ask Ss to look at the photos carefully. Encourage them to make guesses about what might have happened in the photos.

This activity enables students to express their inferences from the results of the events in the past.

KEY
Ss' own answers

2 Draw Ss' attention to the dialogue between Clara and Gabriel and ask them to answer the questions. Elicit the answers.

KEY
1. They were worried because they couldn't reach their son, aunt and uncle. 2. Ss' own answers

3 Have Ss read the statements and ask them to guess the meanings of the bold words and choose the correct option. Elicit the answers.

KEY			
1. b	2. a	3. b	4. b

TEACHER'S NOTE

6.1 **4** **Listen to the dialogue about a lost painting and tick (✓) the clues you hear in part 1.**

◯ fingerprints ◯ a key ◯ bleach ◯ a broken vase ◯ some crumbs ◯ paint drops

6.2 **5** **Now, listen to part 2 and complete the alibi report.**

	Suspect 1	Suspect 2	Suspect 3
Name/Duty:	Lisa, the cleaning lady	David, the gardener	Dufour, the cook
Place:	downstairs		
What s/he was doing:		having a stomach problem	

6 **Match Mr Johnson's sentences with their meanings.**

◯ **1.** Someone might have stolen the painting from the house.

◯ **2.** The cleaning lady must have been very busy at that time.

◯ **3.** The cook can't have stolen the painting.

a) It's certain that it happened.

b) It's impossible that it happened.

c) I think it happened.

6.3 **7** **Listen to part 3 and answer the questions.**

1. How might have Alex felt while he was spending time at his aunt's house?

_____.

2. What might have he done that day?

_____.

6.4 **8** **Listen to part 4 and write what happened to the painting.**

_____

_____.

9 **Did you guess the end of the story? Share your ideas with the class.**

6.1 **4** Draw Ss' attention to the photos. Then, tell them that they are going to listen to the first part of the dialogue about a lost painting. Ask them to tick the clues they hear while listening. Elicit the answers.

KEY
fingerprints, bleach, some crumbs, paint drops

6.2 **5** Tell the students that they are going to listen to the second part of the dialogue between the staff and the detective. Then, ask them to complete the alibi report. Elicit the answers.

KEY

	Suspect 1	Suspect 2	Suspect 3
Name/Duty:	Lisa, the cleaning lady	David, the gardener	Dufour, the cook
Place:	downstairs	in the bathroom	at the market
What s/he was doing:	washing the dishes	having a stomach problem	doing the shopping

6 Ask Ss to match Mr Johnson's sentences with their meanings. Elicit the answers.

This activity enables students to find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video.

KEY
1. c 2. a 3. b

6.3 **7** Tell Ss that they are going to listen to the third part of the dialogue and encourage them to answer the questions. Elicit the answers.

SUGGESTED KEY
1. He might have been bored. 2. He might have done something interesting.

6.4 **8** Tell Ss that they are going to listen to the final part of the dialogue and ask them to listen and answer the question. Elicit the answer.

KEY
While Alex was playing with his friend, he flew on to the painting and smashed into it with his chocolate cake.

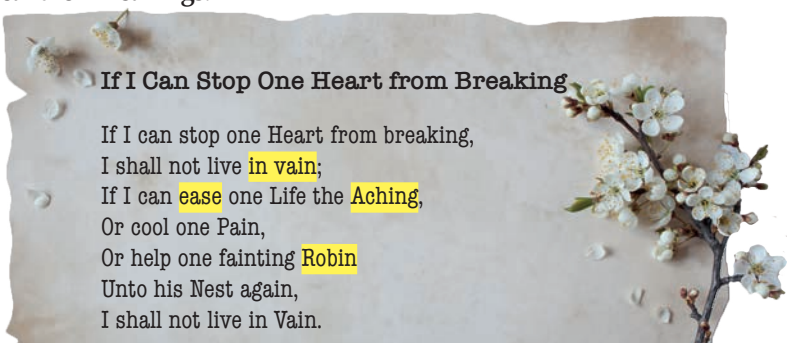
9 Have Ss answer the question. Encourage them to state a reason for their answer.

KEY
Ss' own answers

A MILLION LITTLE PIECES BEHIND EVERY SMILE

1 **In what ways can you help the people and animals around you? Discuss with the class.**

2 **Read the poem by Emily Dickinson, a famous American poet. Guess and write the highlighted words near their meanings.**



If I Can Stop One Heart from Breaking

If I can stop one Heart from breaking,
I shall not live in vain;
If I can ease one Life the Aching,
Or cool one Pain,
Or help one fainting Robin
Unto his Nest again,
I shall not live in Vain.

1. lessen: _____
2. useless: _____
3. a small red bird: _____
4. pain: _____

3 **Reread the poem to choose the theme of it.**

a) It is not easy to find a shoulder to cry on when you feel pain and sadness.

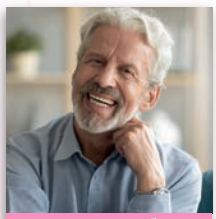
b) Your life will be more meaningful if you care about others and live selflessly.

c) Your heartbreak will end sooner or later, so trust yourself and move on.

4 **Read the mini stories of Lucas, Maja and Jahan in an online magazine, *A Million Little Ways*. Choose and write the correct titles for them. One is extra.**

www.minitruestories.mag

COLOUR ME HAPPY | OFFER ME SOME HELP | BIG-HEARTED SMILING SELLER | UNEXPECTED HELPING FEET



Lucas Taylor

(1)_____

I had just left a store and returned to my car. Suddenly, I realised that I'd locked my keys and my mobile phone inside the car trunk. "Oh, my Gosh! I should have been more careful," I talked to myself. Meanwhile, a teenage boy riding his bike saw me kick a tire desperately. "What's wrong?" he asked. I explained my situation. "Even if I call my wife," I said, "She can't bring me her car key as she is at home trying to recover after an eye operation." The boy handed me his mobile phone. "Call your wife and tell her I'm coming to get the key." "That's more than 10 kilometres round trip," I stammered. "Don't worry about it, I'll handle it," he said kindly. I was so emotional. I couldn't find the right words to say to the boy who had a big heart. An hour later, the boy returned with the key. I offered him lunch, but he refused. "Let's just say, I needed the exercise for my school match," he said. Then, like a cowboy in the movies, he rode off into the sunset.

1 Direct Ss to the question. Encourage Ss to share their ideas with the class.

KEY
Ss' own answers

2 Ask Ss to read the poem by Emily Dickinson, a famous American poet, and pay special attention to the highlighted words. Read the poem aloud and ask Ss to write the highlighted words in the poem next to their meanings. Ask Ss to compare their answers with their partner. Check Ss' answers.

KEY			
1. lessen: ease	2. useless: in vain	3. a small red bird: robin	4. pain: aching

3 Explain the task. Give Ss time to read the poem again and complete the task. Ask Ss to compare their answers with their partner. Check Ss' answers.

KEY
b

TEACHER'S TIP

Emily Dickinson, 1830-1886, is one of America's greatest poets of all time, known for her bold original verse. Her poetry is now considered among the finest in the English language.

4 Ask Ss to read the mini stories given. Explain/Elicit any unknown words. Direct Ss to the titles given. Explain the task. Give Ss time to write the correct titles in the spaces provided. Remind Ss that there is one extra title. Check Ss' answers around the class.

KEY
1. UNEXPECTED HELPING FEET 2. COLOUR ME HAPPY 3. BIG-HEARTED SMILING SELLER OFFER ME SOME HELP (Extra)

IDIOMS OF THE THEME

have a big heart: to be very kind and generous
E.g. *Dila has a big heart as big as the world.*
be over the moon: to be very pleased
E.g. *Dennis was over the moon with his new scooter.*

TEACHER'S NOTE

5 **Read the stories again to choose the option that best captures the main idea.**

a) Compassion is difficult to achieve in the world we live in today.

b) Nobody around us speaks or understands the language of kindness.

c) Try to be a little kinder. It is the medicine the world needs.

6 **Who were the earth angels in the true stories given? What were their three essential personality traits? Share your ideas with the class.**

Read the seven pieces of advice by Mevlânâ Celâleddin-i Rûmî and discuss the lines with the class.

In generosity and helping others, be like a river.
In compassion and grace, be like the sun.
In concealing others' faults, be like the night.
In anger and fury, be like the dead.
In modesty and humility, be like the earth.
In tolerance, be like the sea.
Either exist as you are or be as you look.

7 **Recall a memory when someone helped you unexpectedly. Write your mini true story answering the questions below.**

- When was it?
- What happened?
- Who helped you?
- Why do you think this person helped you?
- How did you feel?

Maja Wagner

(2)_____

I shouldn't have forgotten about the rules in carry-on luggage at the airport, but I did. As a safety rule, I should have put my liquids in containers that are no bigger than 100ml. When I reached the security, I had to give up all my painting supplies, which I paid a lot as a student in the fine arts programme. I cleaned my tears streaming down my cheeks. When I returned a week later from my hometown, an attendant was at the baggage area with all my paints. She had not only kept them for me but also looked up my return date and time in order to meet me. She was an unexpected angel. I was over the moon!

(3)_____

Jahan Kadu

In 2018, I was a second-year bachelor's student of surgery at Calcutta Medical College. I had spent all my money buying instruments for the anatomy class, so I was almost broke. After buying a train ticket to visit my grandparents in Mumbai, I was left with only 15 Indian rupees in my wallet. I was starving, and I went to a vendor on the platform. I asked for the price of each item, but everything was over 18 rupees. Disappointed, I turned to leave. Suddenly, the vendor said, "Take what you want. Forget about the money." He might have heard noises coming from my stomach. I didn't know what to do for a while, but unable to fight my hunger, I grabbed a packet of biscuits and some coffee. He just smiled when I thanked him. On my return, I tried to pay him, but the shopkeeper refused to accept the money. Whenever I travel by train, I visit him. It is really good to know there are some people who value kindness over money.

5 Explain the task and give Ss time to read the short stories again. Monitor the activity around the class. Ss complete the task. Ask various Ss to say the main idea of the stories.

This activity enables students to draw conclusions for the past events in a text.

KEY
c

6 Ask Ss who the earth angels in the short stories were. Tell them to justify their answers giving three personality traits of the earth angels. Remind them that every act of kindness matters. Give Ss time to complete the task. Check Ss' answers.

KEY
In Lucas' story, the earth angel was the teenage boy riding his bike outside the store. In Maja's story, the earth angel who kept all Maja's paints was an attendant at the airport. In Jahan's story, the person who showed an unexpected kindness was a vendor. They were all extremely compassionate, kind and helpful.

Direct Ss to the seven pieces of advice by Mevlânâ and encourage them to discuss each line with their classmates. Ask Ss to do some online research about Mevlânâ and his words of wisdom and tell the class in the next lesson.

KEY
Ss' own answers

TEACHER'S TIP
Mevlânâ Celâleddin-i Rûmî is a 13th century Muslim saint and Anatolian mystic known throughout the world for his exquisite poems and words of wisdom, which have been translated into many languages. Rûmî, as he is known in the west, is the best-selling poet in the USA. The United Nations declared 2007 *The Year of Rûmî*, and celebrations were held worldwide. He has been alive and talking to people of all cultures through the language of love, peace, faith, true kindness and compassion.

7 Ask Ss to recall a memory when someone helped them unexpectedly. Explain the task and give Ss time to complete it. Remind them they are going to use the steps given while writing their short true stories on a blank sheet of paper. Ask various Ss to read their true stories out to the class. Alternatively, assign this task as homework.

KEY
Ss' own answers

TEACHER'S NOTE

CRITICISMS ACCEPTED!

1 **Do you tend to criticise people often? Why/Why not? Share your answers with the class.**

2 **Work in pairs. Read the events and criticise the people with your partner.**

Jim went skiing last Sunday, and he got lost in the snowstorm.

→ He didn't check the weather forecast.
E.g. He should have checked the weather forecast.
→ He left his mobile phone at the hotel.
→ He went there alone.
→ He chose the risky path.

David went for a drive in the desert, but his car broke down. He had hard times with high temperature.

→ He didn't tell anybody where he was going.
→ He didn't charge his phone before he left home.
→ He didn't take enough water.
→ He didn't have a repair kit in his car trunk.

Sally went to the beach yesterday, and she was about to drown if a woman hadn't seen her.

→ She went to an empty beach.
→ She went swimming after lunch with a full stomach.
→ She swam away from the beach.
→ She didn't pay attention to the red flag.

PRONUNCIATION MATTERS

6.5

A. **Listen and practise. Notice that *have* is reduced in past modals.**

- You should've /ʃʊdəv/ left a note for your mother.
- She might've /maɪtəv/ been offended.
- He must've /məsthəv/ forgotten my birthday.
- He could've /kʊdəv/ been more careful.

6.6

B. **Listen to the sentences. Tick (✓) the correct reduction of past modals.**

	could've	must've	might've	should've
1.				
2.				
3.				
4.				

1 Ask Ss if they tend to criticise people often. Encourage them to talk explaining their reasons.

KEY
Ss' own answers

2 Tell Ss to work in pairs. Ask them to read the given events and criticise the people using the prompts given. Monitor the activity around the class. Elicit the answers.

This activity enables students to criticise an action in the past.

KEY

1st photo
He shouldn't have left his mobile phone at the hotel.
He shouldn't have gone there alone.
He shouldn't have chosen the risky path.

2nd photo
He should have told someone where he was going.
He should have charged his phone before he left home.
He should have taken enough water.
He should have had a repair kit in his car trunk.

3rd photo
She shouldn't have gone to an empty beach.
She shouldn't have gone swimming after lunch with a full stomach.
She shouldn't have swum away from the beach.
She should have paid attention to the red flag.

PRONUNCIATION MATTERS

6.5 **A.** Focus Ss' attention on the reduction of *have* in past modals. Then, have Ss listen to the sentences and repeat them.

6.6 **B.** Have Ss listen to the sentences and the tick the reduction of past modals they hear. Elicit the answers.

This activity enables students to practise the pronunciation of contraction in past modals.

1. He should've informed me about the delay.
2. They might've taken the dog out for a walk.
3. She could've fallen asleep.
4. He must've forgotten the time of the meeting.

KEY

	could've	must've	might've	should've
1.				✓
2.			✓	
3.	✓			
4.		✓		

1 **Read the letter and fill in the blanks with the correct expressions. One is extra.**

Finally | To make matters worse | To begin with | In addition | However

The Manager
EHAA AIRLINES
P.O. Box 210804

Avenida Mazatlan 184
Madrid, España

Dear Sir/Madam,

I am writing to express my strong dissatisfaction with the service provided by your airline during my flight to Los Angeles three days ago.

a) _____, despite the delay of the flight for over three hours, nobody gave us any explanation and even offered us a drink.

b) _____, when we finally boarded the plane, the staff were unhelpful and refused to respond to the call button. One of the cabin crew actually spilled the coffee on my T-shirt. **c)** _____, he made no effort to clean it up. He just apologised.

d) _____, when we reached our destination, I found one of my suitcases open, and some of my items were missing. I saw nobody around to help me. There should have been someone from your company whom I could have had a word with.

As you can imagine, I was extremely disappointed and furious about the whole experience. I expect a full refund on my ticket as compensation for the missing items, as well as a written apology from the airline company.

I am looking forward to hearing from you at your earliest convenience.
Yours faithfully,

Diego Perez

2 **Study the following plan and use the information given in the box to write a letter of complaint to the restaurant manager.**

Opening Remark: Dear Sir/Madam
Introduction: Reason for writing
Main Body: Details of complaints and reasons
Conclusion: Your demand
Closing Remark: Yours faithfully

Complaints	Reasons
• Service was too slow. • Music was very loud. • Food was badly cooked. • Waiter was rude.	• We waited for an hour. • We couldn't hear each other. • The steak was tough, the rice was greasy, and the salad wasn't fresh. • He didn't even apologise for spilling the tea on my shirt.

1 Tell Ss to read the letter of complaint and fill in the blanks with the correct expressions. Elicit the answers.

KEY			
a) To begin with Finally (Extra)	b) In addition	c) However	d) To make matters worse

2 Ask Ss to study the plan and use the information given in the box. Tell them to write a letter of complaint to the restaurant manager in their notebooks.

This activity enables students to write a letter to criticise an event/organisation.

KEY
Ss' own answers

TEACHER'S NOTE

CLIL

MUSIC

CAN YOU HEAR THE MUSIC?

1 **Read the bubbles. What do they all agree with? Share your ideas with the class.**

I encourage my patients to listen to music before, during and after surgery.

We play jazz in the school garden and classical music in the corridors.

Standing here all day is too tiring. What makes my job bearable is this music in the mall.

2 **Read the poem and match the bold words with their definitions.**

The Gift to Sing

…
I (1) **pierce** the darkness with a (2) **note**,
And sing, and sing.
I (3) **brood** not over the broken past,
Nor (4) **dread** whatever time may bring;
No nights are dark, no days are long,
While in my heart there (5) **swells** a song,
And I can sing.

by James Weldon Johnson

- ◯ **a)** a strong feeling of fear or worry
- ◯ **b)** a musical sound and its symbol
- ◯ **c)** to increase in size or amount
- ◯ **d)** to make a hole in something
- ◯ **e)** to think about the things that make you sad

3 **Read the poem again. What does the poet want to say about singing? Discuss in pairs.**

4 **Listen to the song *Singing in the Rain* by Gene Kelly in the class. What is the mood of the song?**

Progress Check

CLIL

1 Draw Ss' attention to the speech bubbles. Ask them to find the idea that is appreciated by all the speakers.

SUGGESTED KEY

Music heals; it can lower stress and increase serotonin. It helps people relieve anxiety and depression. That is why it is used in hospitals, schools and prisons to relax people.

2 Ask Ss to read the poem and pay attention to the numbered words. Have them match the words with their definitions. Elicit the answers.

KEY

a) 4 b) 2 c) 5 d) 1 e) 3

3 Ask Ss to read the poem again to find out what the poet wants to say about singing. Elicit the answers.

KEY

Singing eliminates the poet's fears and worries.

4 Find the song 'Singing in the rain' by Gene Kelly on the Net and have Ss listen to it in the classroom. Initiate a class talk about the song and the mood of it. Then, ask Ss about their favourite song that makes them happy while listening.

KEY

Ss' own answers

KEEP IN MIND

Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 7 Presentation

HERE WE GO!

Destination

1. Talking about landmarks and monuments
2. Describing cities and historic sites
3. Asking for and giving more detailed information

On the way

Vocabulary related to describing historical places & geographical features

SPOTLIGHT

1 **Discuss the following questions with your partner and share your answers with the class.**

- What is your favourite landmark or monument in Türkiye?
- What do you like best about that location?

2 **Read the brochure and tick (✓) the correct statements.**

- ◯ **1.** Türkiye is an unknown tourist destination that hasn't been fully explored yet.
- ◯ **2.** Türkiye's history, culture and nature make for a fabulous holiday.
- ◯ **3.** Visitors come to Türkiye from all over the world to enjoy the country's many attractions.
- ◯ **4.** Every part of Türkiye has the same traditions, art, folklore and eating habits.

3 **Read the destinations in the brochure again and match them with the correct monuments. One is extra.**

a) The Basilica Cistern **b)** Mount Nemrut **c)** Patara **d)** Ephesus

4 **What three things have you learned about the monuments in the brochure? Share them with the class.**

SPOTLIGHT

1 Ask Ss to discuss the given questions with their partners and encourage them to share their answers with the class.

KEY
Ss' own answers

2 Have Ss read the brochure and tick the correct statements. Elicit the answers.

KEY
2, 3

3 Have Ss read the the destinations in the brochure again and match them with the correct monuments. Remind Ss that one monument is extra. Elicit the answers.

KEY			
1. d	2. a	3. b	c (Extra)

4 Ask Ss what three things they've learnt from the brochure about the monuments. Encourage Ss to share them in their own words.

KEY
Ss' own answers

TEACHER'S NOTE

A UNIQUE PIECE OF HISTORY

Let's Think Aloud

Work in pairs and discuss the questions below with your partner.

- What do you think about the historical importance of Türkiye?
- Why do you think it is important to learn about historical sites in Türkiye?

1 **Read the definitions of some structures that can be found in an archeological site. Match them with the photos below. One photo is extra.**

a) a round open structure with levels of seats for drama or sports
b) a stone structure with a column head and a baseless column at its top
c) the halls that were developed by ancient Rome for public bathing and socialising
d) an open public area that is used for meetings and markets
e) a Roman resting spot with a fountain and plants

1 ◯ agora

2 ◯ nymphaeum

3 ◯ Doric temple

4 ◯ thermal bath

5 ◯ amphitheatre

6 ◯ mosaic

2 **Guess the meaning of the bold words in the sentences and match them with the following words. One is extra.**

a) protection | **b)** impact | **c)** corrosion | **d)** takeover | **e)** amazing | **f)** off-white

◯ **1.** The period must have been **spectacular** with the unique structures!
◯ **2.** Roman **influence** can be seen in the region's architecture.
◯ **3.** Sagalassos people were driven to Ağlasun by a hostile **invasion**.
◯ **4.** The **bone-white** ruins were kept safe for ages.
◯ **5.** The Ağlasun site has been repaired by the **conservation** experts.

Sagalassos - Amphitheatre

Have Ss work in pairs and discuss the given questions with their partner. Encourage them to share their ideas with the class.

KEY
Ss' own answers

1 Ask Ss to read the definitions of some structures that can be found in an archeological site. Give them enough time to match them with the photos given. Remind them that one photo is extra. Elicit the answers.

KEY					
1. d	2. e	3. b	4. c	5. a	6 (Extra)

2 Give Ss some time to read the sentences. Then, ask them to match the given words with the bold ones in the sentences. Remind them that one option is extra. Elicit the answers.

KEY					
1. e	2. b	3. d	4. f	5. a	c (Extra)

TEACHER'S NOTE

7.1 **3** **Listen to the *Historic Arc* podcast and choose the correct option.**

1. Sagalassos is located in the _____ of Türkiye.
   a) south-west **b)** north-east **c)** south-east
2. It was taken from the Persians in _____.
   a) 390 BC **b)** 420 AD **c)** 332 BC
3. Sagalassos was named as the "_____" by the Roman emperor Hadrian.
   a) city centre **b)** first city **c)** holy city
4. The new area of the site was protected by the _____ Mountains range.
   a) Nur **b)** Kaçkar **c)** Taurus
5. The _____ were preserved very well thanks to the mountains.
   a) stone ruins **b)** marble wrecks **c)** mud bricks
6. Most of the _____ were destroyed by natural causes.
   a) ruins **b)** monuments **c)** furniture

7.2 **4** **Listen to the podcast again and write true (T) or false (F).**

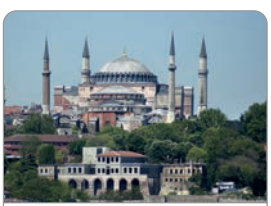
( ) 1. Sagalassos was Pisidia's richest city under Persian rule.
( ) 2. The city had always been ruled by the Romans.
( ) 3. Most of the site's ruins are in Akdağ.
( ) 4. The site includes different types of structures.
( ) 5. The site has been repaired by foreign craftsmen.

5 **a) Choose one of the monuments or historical sites below and prepare a short presentation using the guidelines in the appendix on page 97.**

Göbeklitepe

Selimiye Mosque

Zeugma


Hagia Sophia Grand Mosque

b) Give a presentation about your topic to the class.

7.1 **3** Have Ss listen to the *Historic Art* podcast and choose the correct option. Elicit the answers.

This activity enables students to recognize information about the description of a monument or a historic site in a recorded text.

KEY					
1. a	2. c	3. b	4. c	5. a	6. b

7.2 **4** Have Ss listen to the podcast again and write true or false. Elicit the answers.

KEY				
1. T	2. F	3. T	4. T	5. F

5 **a)** Ask Ss to choose one of the monuments or historical sites and prepare a presentation using the guidelines in the appendix on page 97. You may assign this activity to Ss as homework.

KEY
Ss' own answers

APPENDIX KEY				
1. c	2. a	3. e	4. b	d (Extra)

b) Encourage Ss to present their work to the class.

This activity enables students to give a presentation on a monument or historical site.

KEY
Ss' own answers

TEACHER'S NOTE

HEAVEN FROM THE WEST TO THE EAST

1 **Guess and match the historical sites with the correct regions on the map.**

a) Pergamon | **b)** Sumela Monastery | **c)** Troy | **d)** Perge Ancient City | **e)** Cappadocia | **f)** The Pool of Abraham | **g)** Akdamar Island

2 **Work in pairs. Talk about the historical sites in your region. What do you know about them?**

3 **Read the guide and choose the correct option.**

1. Troy was proved to be a **fictional/real** place.
2. Pergamon was home to **more than one/only one** civilisation.
3. Cappadocia is the name of a **region/city** in Central Anatolia.
4. The early settlements in Van go back to a **recent/distant** past.

ENJOY THE TRIP

Türkiye is the cradle of many civilisations. No matter which region you visit, there are numerous historical landmarks to be discovered. We have prepared a guide describing some historical sites you can visit from the west to the east of the country.

The Acropolis of Pergamon is located in Bergama, İzmir. The city was famous for its excellent city planning. Social structures and public buildings were all built on the hill slopes. Because of its strategic location, the city maintained its historical importance for centuries. The remains of the Roman, Byzantine and Ottoman Empires can also be seen on the site today.

The Archaeological Site of Troy, which dates back to 3,000 BC, is located in the north-west of Anatolia. For centuries, people believed it was just a mythical location because of Homer's *The Epic of Iliad*. However, nine different city layers were discovered on the site, and Troy was proved to be an important settlement for different civilisations.

1 Draw Ss' attention to the map. Then, ask them to match the given historical sites to the correct regions. Elicit the answers.

KEY						
1. c	2. a	3. d	4. b	5. e	6. g	7. f

2 Ask Ss to work in pairs to talk about the historical sites in their region. Encourage them to share information about these sites. Monitor the activity around the class.

KEY
Ss' own answers

3 Give Ss enough time to read the guide about the well-known historical places in Türkiye and choose the correct option. Elicit the answers.

KEY			
1. real	2. more than one	3. region	4. distant

TEACHER'S NOTE

4 **Match the highlighted words in the text with their definitions below.**

1. a castle or an area that is usually built on top of a hill to resist attacks _____
2. to be more than something _____
3. the place or society where something important began _____
4. to have existed for a certain period of time or since a certain time _____
5. a place where people come to live and make their homes _____
6. the pieces of ancient objects and structures that have survived _____

5 **Read the guide again and answer the questions.**

1. What evidence showed that Troy was the cradle of different civilisations?

   _____.
2. What made the architecture of Pergamon so unique?

   _____.
3. Why was Pergamon an important place for such a long time in history?

   _____.
4. Which Cappadocia attractions show the region's historical importance?

   _____.
5. What is the importance of Tilkitepe Mound?

   _____.

6 **Which of the historical places in the guide would you like to visit and why? Share your answers with the class.**

Van is a beautiful city that is located on the eastern shore of Lake Van. The human settlements there date back to 5,000 BC. Tilkitepe Mound is the primary source of information about Van's oldest culture. There are four islands in Lake Van, and Akdamar Island is the second largest one. You can enjoy a boat ride to the island to see the breathtaking ruins.

Cappadocia is not only the name of a site, it is also a region that includes cities like Nevşehir, Kayseri, Aksaray, Kırşehir, Sivas and Niğde. The natural wonders known as *fairy chimneys* may be the reason for the area's popularity, but this amazing location goes beyond that. Derinkuyu and Kaymaklı Underground Cities, Göreme Open-Air Museum and the rock castles of Ortahisar and Uçhisar are the symbols of Cappadocia.

4 Draw Ss' attention to the highlighted words in the guide. Give them enough time to guess the meanings of the words from the context and match them with their definitions. Elicit the answers.

KEY

1. acropolis
2. go beyond
3. the cradle of
4. date back to
5. settlement
6. remains

IDIOM OF THE THEME

the cradle of (something): the place or society where something important began; birthplace

E.g. *Türkiye is known to be the cradle of civilisation because it has been home to different communities for at least 12,000 years.*

5 Draw Ss' attention to the questions given. Give them enough time to read the guide again and complete the task. Elicit the answers.

This activity enables students to find out specific information in a text describing historical sites in Türkiye.

KEY

1. Nine different city layers were discovered on the site.
2. The structures were all built on the hill slopes with excellent city planning.
3. It was an important place because of its strategic location.
4. Derinkuyu and Kaymaklı Underground Cities, Göreme Open-Air Museum and the rock castles of Ortahisar and Uçhisar.
5. It is the primary source of information about Van's oldest culture.

6 Ask Ss which of the historical places they would like to visit. Encourage them to give reasons for their choice.

KEY

Ss' own answers

TEACHER'S NOTE

SCENIC OR HISTORIC?

1 **Are you a history buff who likes to visit historic sites and monuments, or are you a nature lover who enjoys exploring the world's natural wonders? Share your answers with the class.**

2 **a) Answer the questions about the place you last visited.**

1. Where did you go on your last holiday?
_____.
2. How did you get there?
_____.
3. Which place did you visit while you were there?
_____.
4. Was the place you visited historically significant?
_____.
5. What was the backstory of that place?
_____.
6. Was the place special for its natural beauty?
_____.
7. Which natural features make that place popular?
_____.

b) Now, ask your friend the same questions you've answered above.

PRONUNCIATION MATTERS

7.3

A. Listen and repeat. Notice the pronunciation of *was*.

1. It was /wəz/ built 2,000 years ago.
2. Was /wəz/ it built on the hill?
3. Yes, it was /wɒz/.
4. She wasn't /wɒznt/ on the excavation team.

7.4

B. Listen to the sentences and tick (✓) the correct box.

	/wəz/	/wɒz/
1. Where was it located?		
2. Yes, he was.		
3. It wasn't a popular place.		
4. I was at the museum.		

1 Ask Ss to answer the given question and encourage them to share their answers with the class.

KEY
Ss' own answers

2 **a)** Ask Ss to answer the questions about the last place they have visited.

KEY
Ss' own answers

b) Encourage Ss to interview with their partners to get detailed information about the places they've visited using the questions in exercise 2a.

This activity enables students to interview with a friend to get detailed information about the places he/she has visited.

KEY
Ss' own answers

PRONUNCIATION MATTERS

7.3 **A.** Explain the rule. In English, we pronounce the weak form of *was* /wəz/ in positive sentences and questions. Whereas, in negative sentences and short answers, we pronounce the strong form of *was* /wɒz/. Ask Ss to listen to the sentences and repeat them. Remind them to pay attention to the pronunciation of *was*.

7.4 **B.** Ask Ss to listen to the sentences carefully and decide if they hear weak or strong pronunciation of *was*. Have them tick the correct boxes.

This activity enables students to practise the pronunciation of /wəz/ and /wɒz/.

KEY

	/wəz/	/wɒz/
1. Where was it located?	✓	
2. Yes, he was.		✓
3. It wasn't a popular place.		✓
4. I was at the museum.	✓	

TEACHER'S NOTE

1 **Work in pairs. Talk about the activities you like doing when you visit a place.**

E.g.

Nina: What do you like doing when you are in a different city/town?
Jude: I like visiting a museum or a historical place.
Nina: Really? I like buying souvenirs.

2 **Read the blog post by Nancy and underline the activities that can be done in Bozcaada.**

THE BEST PLACE I'VE EVER VISITED

I'm having a fantastic holiday in Bozcaada, Türkiye. It is a place of magic, and I feel as if I'm in heaven. I'm staying at a small seaside hotel. It's not very luxurious, but the rooms are clean and the restaurant serves a variety of seafood. Everything tastes great because it's made with fresh vegetables and olive oil.

Yesterday, I rented a bike and went to discover the hidden places in Bozcaada. Actually, I like driving, but it was a real pleasure to feel the wind in my hair. There were too many hills to pedal up, but I really enjoyed the wonderful view on my way.

Some of the most well-known beaches in Bozcaada are Ayazma, Mitos and Tuzburnu. Since it's September, I've decided to skip swimming and explore the island's history instead. Tomorrow, I'm planning to visit the historical sites that represent Ottoman architecture and climb up to Bozcaada Castle to take some photos. I'll also watch the sunset at Polente Feneri, a lighthouse on the west side of the island.

When it comes to shopping, the harbour's local shops are an excellent choice. I've already bought some jars of delicious tomato jam as a souvenir. These small shops sell handmade jewellery and various spices, so you won't have to worry about what to buy before you leave this peaceful island.

3 **Read the blog post again and answer the questions. Give short answers.**

1. Where is she?	
2. How does she feel?	
3. What has she done so far?	
4. What are her plans for tomorrow?	

4 **Go to the appendix on page 98 and write a blog post describing a place to visit in Türkiye.**

1 Ask a few Ss what they like doing when they visit a place. Then, draw their attention to the dialogue. Have them work in pairs and talk about the activities they like doing during their visit. Monitor the activity around the class.

KEY

Ss' own answers

2 Ask Ss what they know about Bozcaada and if they have ever been there. Then, have them read Nancy's blog post about Bozcaada and underline the activities that can be done there. Elicit the answers.

KEY

- discover the hidden places
- explore the island's history
- visit the historical sites
- take some photos
- watch the sunset
- shopping

3 Draw Ss' attention to the questions in the table. Explain the task to Ss. Give them enough time to read the blog post in detail to answer the questions. Elicit the answers.

KEY

1. Where is she?	In Bozcaada.
2. How does she feel?	Very happy.
3. What has she done so far?	She has enjoyed the food, discovered hidden places and done shopping.
4. What are her plans for tomorrow?	Visiting historical places, taking photos at the castle and watching the sunset.

4 Have Ss write a blog post describing a place to visit in Türkiye. Ask them to use the blog template in the appendix on page 98. Monitor the activity around the class. When the task is completed, ask some of the Ss to read out their blog posts.

This activity enables students to write a blog post recommending places to visit in Türkiye.

KEY

Ss' own answers

TEACHER'S NOTE

CLIL

Geography

1 **Discuss the following questions with your partner and share your answers with the class.**

- What do you know about your country's geography?
- What is the most famous geographical feature of your region?

2 **Read the information about the geographical formations and match them with the photos below. One is extra.**

A **(1)**_____ is a triangle geographic area formed when sediment is carried by a river into the ocean, sea, lake or another river.

(2)_____ is a kind of limestone that forms near mineral springs, especially hot springs. It can be white, tan, cream and sometimes rusty.

A **(3)**_____ is a large valley with steep sides and a river running through it. It can also refer to a gap created by two mountain peaks.

An explosion or collapse following a volcanic eruption creates a **(4)**_____. The water could come from rain, the movement of groundwater or melted ice.

canyon

rainforest

crater lake

river delta

travertine

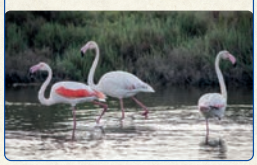
3 **Tick (✓) the statement that is <u>not</u> in the descriptions of the geographical formations.**

- ◯ **1.** River deltas form when sediment from the mouth of a river settles in water.
- ◯ **2.** Travertine may come in a variety of colours.
- ◯ **3.** A canyon is a large area of land with a sea running through it.
- ◯ **4.** Water in a crater lake can come from different sources.

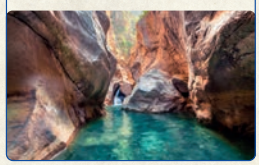
4 **Read the statements below. Which of the places would you like to visit first? Explain why.**

Pamukkale is known for its white travertine terraces filled with warm mineral-rich water.

Gediz is a river delta in İzmir that is also known as the İzmir Bird Paradise thanks to its large variety of birds.



Saklıkent is a canyon formed by Karaçay, a waterway of the Eşen River between Antalya and Muğla.



Salda, Türkiye's deepest freshwater crater lake, has a depth of 184 metres.

Progress Check

CLIL

1 Ask Ss to discuss the given questions with their partner and share their answers with the class.

KEY
Ss' own answers

2 Ask Ss to read the information about the geographical formations and match them with the photos. Elicit/ Explain any unknown words. Remind them that one photo is extra. Elicit the answers.

KEY				
1. d	2. e	3. a	4. c	b (Extra)

3 Ask students to tick the statement that is not mentioned in the descriptions of the geographical formations. Elicit the answer.

KEY
3

4 Have Ss read the given statements. Ask them which of the mentioned places they would like to visit first and why. Encourage them to talk.

KEY
Ss' own answers

KEEP IN MIND
Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 8 Presentation

HERE WE GO!

Destination
1. Reporting news
2. Making interview
3. Talking about sports
On the way
Vocabulary related to sports & extreme sports

SPOTLIGHT

1 **Work in pairs to solve the riddles. Think of as many answers as possible. Then, go to page 99 to check your answers.**

1. What are the most sportive letters in the alphabet?
2. Why is Cinderella so bad at basketball?
3. What nationality are the people who love running marathons?
4. Why are football players good at maths?
5. Why can't fish play volleyball?
6. What happens three times in weightlifting, twice in diving but only once in jogging?
7. I have a chain, but I'm free. What am I?
8. How do we know that football referees love their job?
9. When can you put all the eggs in one basket?
10. I have two wings to fly on snow. Who am I?

2 **Follow the steps given and enjoy writing your own riddle about sports.**

- Decide what you want to ask first. Make sure that your answer is simple enough to guess for your friends.
- Describe the colour, shape, smell, etc. of the answer. Try to make connections in your mind. What is it like? What else does it look like? Take notes.
- Write your riddle and ask your friends.

SPOTLIGHT

1 Have Ss work in pairs. Encourage them to solve the funny riddles. Ask them to think of as many answers as they can. Remind them to go to the appendix on page 99 and see the answers given. How many of the riddles could they solve?

KEY
1. PE. 2. Because she keeps running away from the ball. 3. The Finnish. 4. Because they know how to use their heads. 5. Because they have the net phobia. 6. The letter *i*. 7. Bicycle. 8. Because they whistle while working. 9. During a basketball match. 10. A skier.

2 Draw Ss' attention to the steps and ask them to write funny riddles.

KEY
Ss' own answers

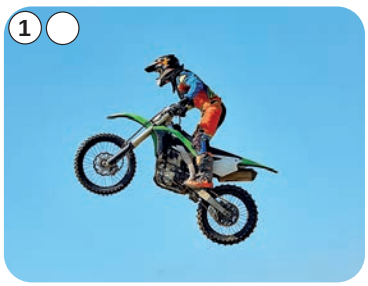
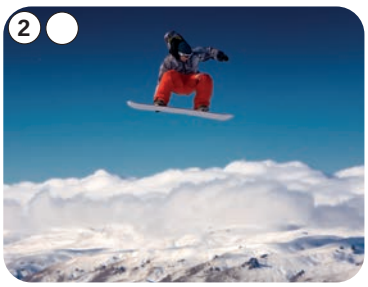
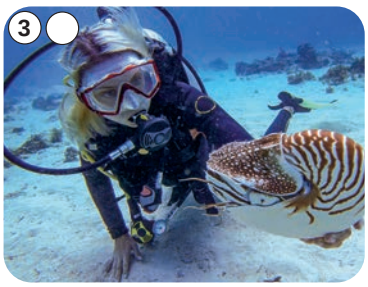
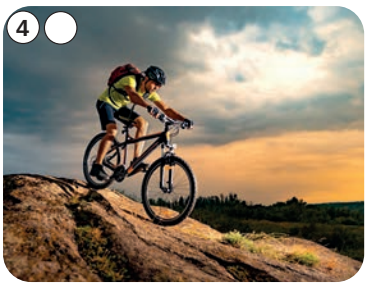
TEACHER'S NOTE

TUMBLING, TURNING AND TWISTING

1 **Read the statements and tick (✓) the ones that are true for extreme sports. Share your ideas with the class.**

Extreme sports include	stress-free acts.	
	adrenaline-rushing thrills.	
	some amount of speed.	
	relaxing moments.	
	natural challenges.	
	physical struggle.	
	high level of risk.	

2 **a) Look at the photos of the extreme sports and match them with their names. One is extra.**

a) Skydiving **b)** Rafting **c)** Mountain biking **d)** Scuba diving
e) Extreme snowboarding **f)** Motorcycle jump **g)** Surfing

b) What other extreme sports can you think of? Name them.

3 **Work in pairs. Prepare a dialogue as in the example. Then, act it out.**

Josh: Nowadays, I'm really into watching extreme sports on the Net. Do you enjoy watching them?
Brad: I actually enjoy doing them. I've been doing mountain biking for two years.
Josh: Wow, this is amazing! I have no idea that you are an adrenaline junkie.
Brad: I love taking risks and being adventurous. What about you?
Josh: Oh, I get all the adrenaline just by watching, and it's enough for me.
Brad: If you were to experience one, which one would you try?
Josh: I would definitely try skydiving because it takes my breath away.

1 Ask Ss what extreme sports mean. Then, have them read and tick the statements that are true for extreme sports. Elicit the answers.

KEY
adrenaline-rushing thrills, some amount of speed, natural challenges, physical struggle, high level of risk

TEACHER'S TIP
Extreme sports, also known as action sports or adventure sports, are considered to involve a high level of risk.

2 **a)** Tell Ss to look at the photos of some extreme sports and match them with their names. Remind Ss that one extreme sport's name is extra. Elicit the answers.

KEY						
1. f	2. e	3. d	4. c	5. g	6. a	b (Extra)

b) Ask Ss what other extreme sports they know. Elicit the answers.

KEY
Ss' own answers

3 Tell Ss to work in pairs. Ask them to read the dialogue and prepare a similar one. Then, have them act it out.

KEY
Ss' own answers

This activity enables students to exchange opinions about outdoor/extreme sports.

TEACHER'S NOTE

4 **Read the sentences and choose the correct answer.**

1. If your bike is well-maintained, you **take/don't take** good care of it.
2. If you try AAF, accelerated free fall, you experience the **slowest/fastest** free fall.
3. If your parachute deploys, it means the parachute is **closed/open**.
4. If your parachute fails to open, AAD, automatic activation device, automatically **deploys/doesn't deploy** the reserve parachute.
5. If you wear a harness, you are tied with straps and belts to be **safe/unsafe**.

8.1 **5** **Listen to the podcast about two extreme sports and tick (✓) the equipments you hear.**

◯ jumpsuit

◯ altimeter

◯ cycling gloves

◯ life jacket

◯ knee pads

◯ fins

◯ goggles

◯ surfboard

8.2 **6** **Listen to the podcast again and write true (T), false (F) or not stated (NS).**

◯ **1.** The podcaster says that only young people can do mountain biking.
◯ **2.** Andy Richardson has a skydiving school in Texas.
◯ **3.** Andy states that mountain biking is for people who are full of energy.
◯ **4.** Andy warns the mountain bikers to be careful while doing jumps and spins.
◯ **5.** Andy tells the podcaster that he loves to be in nature.
◯ **6.** Lisa Brown believes good training is important in reducing the risk of accidents.
◯ **7.** Lisa says that beginners jump alone.
◯ **8.** The podcaster says to his guests that they are very courageous.

8.3 **7** **Listen again and answer the questions with one word.**

1. What is a brain bucket? _____
2. How does Lisa feel with each jump? _____
3. What kind of sport is skydiving? _____

8 **Work in pairs. Answer the questions. Then, report your partner's statements to the class.**

- Why do you think people are interested in extreme sports?
- Why are these sports getting more popular?

4 Ask Ss to read the sentences and choose the correct answer. Elicit the answers.

KEY				
1. take	2. fastest	3. open	4. deploys	5. safe

8.1 **5** Tell Ss that they're going to listen to a podcast about two extreme sports. Ask them to listen to it carefully and tick the words they hear. Elicit the answers.

This activity enables students to identify the lexis and jargon about extreme sports in a recorded text.

KEY
altimeter, cycling gloves, goggles, jumpsuit, knee pads

8.2 **6** Tell Ss to listen to the podcast again and write true (T), false (F) or not stated (NS) next to the statements. Elicit the answers.

KEY							
1. F	2. F	3. T	4. NS	5. T	6. T	7. F	8. NS

8.3 **7** Tell Ss that they're going to hear the podcast one more time. Ask them to answer the questions with one word. Elicit the answers.

KEY		
1. helmet	2. thrilled	3. risky

8 Ask Ss to work in pairs. Tell them to ask the questions to each other and then report their partner's statements to the class. Monitor the activity around the class.

KEY
Ss' own answers

TEACHER'S NOTE

ONLY A FASHION OR A TRUE PASSION

1 **Read what Ivan, May and Dave say about extreme sports. Who do you agree with? Share your ideas with the class reporting what they say.**

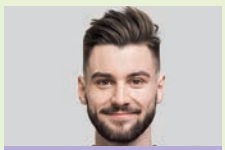
E.g. Dave says he can't risk his life just to do something fashionable. I agree with him.

Ivan

I started snowboarding in Bansko, Bulgaria when I was a little kid. It was a normal thing to do, so my parents and their friends all used to snowboard. I never thought it was extreme. It was just fun and a great way to get out at weekends. Everybody says that I'm an adrenaline junkie. I say it's just how I breathe.

May

I strongly believe that extreme sports are a true passion. People want to escape the monotony of everyday life. They jump from aeroplanes, dance with the waves on the surfboards. I also enjoy doing these activities. Whoever said "No pain, no gain", I totally agree with them.



Dave

I cannot risk my life just to do something fashionable. There are some crazy individuals who do extreme sports just to show off or to have the feeling of being superior. These sports also involve a high degree of risk. I want to live a quiet life and play badminton.

2 **Have a look at the page in the digital magazine, *No Pain No Gain*, and read the jumbled paragraphs to reorder.**

nopainnogain.ext.sp

TRAIN INSANE OR REMAIN THE SAME

a ◯

Let's take another example, coasteering. If you haven't heard of it before, don't worry, not many people have. If there is an adventurer inside you, coasteering is a unique way to explore the coastline by climbing, cliff jumping and swimming. What you need is an experienced guide. While you are experiencing nature, you will feel proud of yourself when you accomplish the task. "Some moments are hard to describe. Try to make each day your masterpiece," said Alina Wolf, an adrenaline junkie.

b ◯

Researchers at Leeds Beckett University in the UK say that those who participate in extreme sports do it to have a life-changing experience. These experiences enrich the lives of participants and provide a further glimpse of what it means to be human. The researchers have also added that adrenaline junkies who are crazy about extreme sports are not irresponsible risk takers. Actually, they are highly trained individuals with a deep knowledge of themselves. They think the experience is nameless but absolutely life-enhancing and life-changing.

1 Give Ss time to read what Ivan, May and Dave say about extreme sports. Ask Ss to say the statements they completely agree with and report them. Elicit the answers. As an alternative, ask three students to write the sentences they agree with on the board. Ask various Ss to report them as in the example.

KEY
Ss' own answers

2 Direct Ss to the digital magazine page. Explain the task. Give Ss time to complete the task. Monitor the activity around the class. Check Ss' answers. Ask various Ss to read the paragraphs out loud in the correct order.

This activity enables students to analyse a text involving different kinds of extreme sports to reorder the scrambled paragraphs.

KEY				
a. 4	b. 2	c. 1	d. 5	e. 3

IDIOM OF THE THEME

no pain, no gain: used for saying that you have to work hard if you want to achieve something
E.g. *I ran 25 miles yesterday as part of my training for the triathlon. "No pain, no gain," my coach says.*
adrenaline junkie: a person who has a compulsive desire for excitement and adventure
E.g. *I'm an adrenaline junkie. I love climbing crazy trees or cliffs, which doesn't make my mum very happy.*

TEACHER'S NOTE

3 **Read the digital magazine again and write true (T) or false (F).**

1. Nowadays, people have stopped practising extreme sports as they are quite scary.
2. How adrenaline junkies feel about the experience is really hard to explain.
3. Those who are fond of extreme sports hate responsibility.
4. A triathlon is a type of multisport race which involves swimming, biking and running.
5. Coasteering has been a very popular sport among people.
6. Researchers say that there is a strong link between extreme sports and a higher level of happiness and joy.

Discuss the following sayings with the class.

- If you think adventure is dangerous, try routine. It's lethal.
- Freedom lies in being bold.
- Your wings already exist. All you have to do is to fly.

4 **a) Would you ever try an extreme sport? Why/Why not?**

b) Write an email to a friend explaining your reasons.

New message

SEND

c The popularity of extreme sports is increasing although these activities such as BMX (Bike Motocross), volcano boarding and base jumping are really risky. At the same time, a decline has been going on in other activities which are considered to be more traditional, including basketball and tennis. Then, the big question comes "What motivates people to do extreme sports?"

d "As it is clearly seen in the examples, the experience is really hard to describe in the same way that love is hard to describe," Dr Anna Jones, one of the clinical lecturers, at LBU said. "While you're experiencing adrenaline in your body, another hormone related to happiness, endorphin, appears. It creates a feeling of happiness and joy." Dr Jones added.

e Take for example the world's biggest triathlon, the Ironman, which consists of a 2.4-mile swim, a 112-mile bike ride and off by a 26.2-mile run. All races have to be completed without a break. For those who aren't able to manage such an exhausting event, there is a second option called the Ironman 70.3 with the same line of events but with shorter distances. "The Ironman is really beyond words, and it creates addiction. It helps you push your limits, improve yourself and reach new goals," says John Duke, Ironman Legend.

3 Ask Ss to pay special attention to the sentences given. Explain the task and give Ss time to complete the task. Check Ss' answers.

KEY					
1. F	2. T	3. F	4. T	5. F	6. T

Direct Ss to the sayings given. Encourage them to discuss the sayings with their classmates. Elicit the ideas.

KEY
Ss' own answers

4 **a)** Ask Ss if they have ever tried an extreme sport or they are planning to try an extreme sport. Encourage them to discuss the question giving their reasons. Elicit the ideas.

KEY
Ss' own answers

b) Explain the writing task. Tell Ss that they are going to write an email. Give Ss time to complete the task. Ss explain their reasons why they would/wouldn't ever try an extreme sport. You may assign this task as homework so that Ss would do some more research on extreme sports.

KEY
Ss' own answers

TEACHER'S NOTE

AN INTERVIEW WITH THE MASTER OF WATER

1 **Do you participate in any sports, or do you only watch them on TV? Share your ideas with the class.**

2 **Alisha is an exchange student in Türkiye. Read her radio interview with the Turkish swimmer Karan Beydemir and complete the missing parts with the questions below. One is extra.**

a) What motivates you the most in your profession?

b) When did you start swimming?

c) What are your future plans?

d) What is the key to your success?

e) What will your message be to our listeners?

f) What drives you to get up in the morning and go to training every day?

Alisha: Good morning, everybody! We're so happy to have Karan Beydemir here with us today. Well, Karan, in your category, you are the only Turkish swimmer, who broke the European and the world records in the men's 100-meter backstroke.
(1)_____
Karan: I think dedication and discipline for any sport are the keys to success. I can say that swimming has been my whole life.
Alisha: Can you tell us a bit about your career? **(2)**_____
Karan: Sure. I was only three when I started swimming, and at the age of fifteen, I was chosen for the national team.
Alisha: **(3)**_____
Karan: I believe that every new day is a big opportunity. I feel really impatient from the time I wake up until I go to the pool. I work with discipline all day long, so training never ends.
Alisha: **(4)** _____
Karan: Actually, my biggest motivations in life are to show how strong human beings are and how we can exceed limits under the right conditions.
Alisha: One more question, **(5)**_____
Karan: Well, I believe they should do what they love and work really hard. We must do everything to contribute to humanity.

3 **Work in pairs. Prepare a similar dialogue as in exercise 2.**

Student A: Imagine that you are an interviewer at a sports channel. Make an interview with a sportsperson you admire. You can also add some more questions if you like.
Student B: Imagine that you are a famous sportsperson. Answer the interviewer's questions.

AN INTERVIEW WITH THE MASTER OF WATER

1 Ask Ss whether they enjoy playing sports or just watching them on TV. Encourage them to share their ideas with the class.

KEY
Ss' own answers

2 Draw Ss' attention to the interview between the exchange student Alisha and the Turkish swimmer Karan Beydemir. Have them read the interview and complete the missing parts with the given questions. Remind them that one question is extra. Elicit the answers.

KEY					
1. d	2. b	3. f	4. a	5. e	c (Extra)

3 Tell Ss that they are going to work in pairs and prepare a dialogue as in exercise 2. Ask student A to imagine himself/herself as an interviewer at a sports channel and make an interview with a sportsperson he/she admires. Remind them that they can also add some more questions if they like. Then, ask student B to imagine himself/herself as a famous sportsperson and answer the interviewer's questions. Then, tell them that they change the roles and this time, student A is the sportsperson and student B is the interviewer and they ask and answer the questions they choose.

This activity enables students to ask questions to make an interview with a sportsperson.

KEY
Ss' own answers

TEACHER'S NOTE

WRITING A REPORT OF AN INTERVIEW

1 **Read Alisha's interview report about Karan Beydemir on her blog. Complete the missing parts with the words given below. One is extra.**

www.alishasawesome.blog

Alisha's Awesome Blog

told (x2) said (x2) added advised warned

In the interview, Karan Beydemir **(1)**_____ to his listeners that dedication and discipline for any sport were the keys to success, and he also **(2)**_____ that swimming had been his whole life. He **(3)**_____ he was only three years old when he started swimming and had been chosen for the national team at the age of fifteen.

He **(4)**_____ to his listeners that every new day was a big opportunity for him, and he became really impatient from the time he woke up until he went to the pool. He **(5)**_____ that he worked with discipline during the whole day and training never ended.
He explained that his biggest motivations in life were to show how strong human beings were and how they could exceed limits in the right conditions.

He also **(6)**_____ the listeners that they should do what they love and work really hard. He also added that we must do everything to contribute to humanity.

2 **Write a report as in exercise 1. Use your interview notes that you have made with a sportsperson in exercise 3 on page 74 and prepare your report.**

_____
_____
_____
_____
_____
_____
_____
_____.

PRONUNCIATION MATTERS

8.4

A. **Notice that *yes-no* questions usually have rising intonation, and *wh-questions* usually have falling intonation. Listen and repeat.**

1. Have you tried an extreme sport before? ↗
2. Did you watch the match yesterday? ↗
3. What kind of equipment do you need for mountain biking? ↘
4. When did your swimming career start? ↘

8.5

B. **Draw a rising/falling arrow. Then, listen and check.**

1. Are you good at playing any sports? _____
2. What is the key to your success? _____
3. Why do you think people like extreme sports? _____
4. Would you like to play sports for a living? _____

WRITING A REPORT OF AN INTERVIEW

1 Draw Ss' attention to Alisha's interview report and have them complete the missing parts with the words given in the book. Remind them that one is extra. Elicit the answers.

KEY						
1. said	2. added	3. told	4. said	5. told	6. advised	warned (Extra)

2 Inform Ss that they are going to write a report as in exercise 1. Tell them to look at their interview notes that they have made with a sportsperson in exercise 3, on page 74 and prepare their report.

This activity enables students to write a report on the interview they have made.

KEY
Ss' own answers

PRONUNCIATION MATTERS

8.4 **A.** Inform Ss that *yes-no* questions usually have rising intonation. Have them notice that *wh-questions* usually have falling intonation. Ask them to listen and practise.

This activity enables students to practise rising and falling intonation in questions.

8.5 **B.** Ask students to practise the questions and draw a rising or falling arrow. Then, tell them to listen and check their answers.

KEY
1. Are you good at playing any sports? ↗
2. What is the key to your success? ↘
3. Why do you think people like extreme sports? ↘
4. Would you like to play sports for a living? ↗

TEACHER'S NOTE

CLIL

PE

PLAYFUL EDUCATION

1 **Answer the questions with your partner.**

- Do you know what PE stands for in schools?
- What other words can you find for these initials (PE)?

  E.g. Playful Education

  Play Everywhere

- What three images come to your mind about PE?

2 **Complete the interview with the sentences below. One is extra.**

a) it is the shortest way

b) some sports equipment is quite expensive

c) PE is the most important subject at school

d) younger people don't exercise much today

e) it helps you learn better and be fair in a team

Andrew: Mr Bright, can you tell us why you always say **(1)**____?

Mr Bright: Good question, Andrew. Listen! The only school subject that promotes both physical and emotional health is physical education. Also, **(2)**____.

Andrew: You're totally right, Mr Bright.

Mr Bright: Well, that's why PE should be a core subject, just like maths, science and history.

Andrew: Why do you think so, Mr Bright?

Mr Bright: This is ancient wisdom, Andrew. We know that our body and mind are connected. However, **(3)**____.

Andrew: The solution itself is in PE classes you say, right?

Mr Bright: For sure, **(4)**____. Every school should give a healthy start to every student together with the education and skills for a healthy life.

Andrew: Thank you, Mr Bright.

3 **What is the message Mr Bright wants to give? Write and share your ideas with the class.**

_____.

4 **Write two questions you want to ask your PE teacher. Then, make a mini interview with her/him.**

_____

_____

_____

_____.

Progress Check

CLIL

1 Have Ss answer the given questions. Elicit the answers.

KEY		
1. Physical Education	2. Ss' own answers	3. Ss' own answers

2 Tell Ss that they are going to read Andrew's interview with his PE teacher, Mr Bright. Ask them to complete the blanks with the given sentences. Elicit the answers.

KEY				
1. c	2. e	3. d	4. a	b (Extra)

3 Ask Ss to find out the message of the interview and write it in their words.

SUGGESTED KEY

Healthy body, healthy mind.
PE is the solution for a healthy life.

4 Have Ss think of the questions that they want to ask in an interview with their PE teacher. Encourage them to write two or more questions.

KEY
Ss' own answers

KEEP IN MIND

Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 9 Presentation

HERE WE GO!

Destination
1. Describing events, places and people
2. Asking for and giving clarification
On the way
Vocabulary related to describing people, places or events

SPOTLIGHT

1 Read the proverbs about friendship. Which one do you like most? Give your reasons.

A sweet friendship refreshes the soul.

A friend in need is a friend indeed.

Friendship is a flower that blooms in all seasons.

2 Work in pairs and write your motto about friendship.

_____

3 Read the speech bubbles. Match the speakers with their best friends you see next to the photo. One is extra.

a) Dennis
They listen and do not judge. They're the best at keeping secrets. Moreover, I never need an alarm clock to wake up in the mornings.

b) Mia
Their stories always make me laugh and forget my troubles. They love naps as much as I do. Also, they are constantly there for me.

c) Tom
They try to find answers to my never-ending questions. They make me smarter and a better person. I can take them with me wherever I go.

◯ 1. grandparents

◯ 2. books

◯ 3. plants

◯ 4. pets

SPOTLIGHT

1 a) Have Ss read the proverbs about friendship. Ask them to share their favourite one by giving their reasons. Elicit the answers.

KEY
Ss' own answers

b) Have Ss work in pairs. Encourage them to create their own motto about friendship. Have Ss vote for the most creative motto.

KEY
Ss' own answers

2 Have Ss read the speech bubbles to match the speakers with their best friends. Remind them that one is extra. Elicit the answers.

KEY			
1. b	2. c	3. (Extra)	4. a

TEACHER'S NOTE

HAVE A SOFT SPOT FOR GOODNESS

1 **What kinds of events are held at your school? Have you ever participated in one of them? Share your experiences with the class.**

2 **Guess the meaning of the bold phrases and choose the correct option.**

1. Every June, we **hold a fundraiser** at our school to help those in need.
   a) to plan a party to celebrate something
   b) to organise a social event to make money for a purpose
2. There are big foundations that **raise money** to protect the environment.
   a) to collect money for a charity
   b) to lend money to an organisation
3. Fans must **make a donation** in order to vote for their favourite team.
   a) to give money to help a person or an organisation
   b) to save money to achieve your goals
4. You don't have to **pay a fee**; all the facilities are free during the festival.
   a) to spend money on unnecessary things
   b) to give someone money for goods or services
5. We plan to hold an exhibition where the students can **display** their **artworks**.
   a) to show art pieces
   b) to paint pictures

3 **a) Match the fundraising events with the photos. One is extra.**

a) Scavenger hunt | **b)** Board game tournament | **c)** Bake sale | **d)** Yard sale | **e)** Art show | **f)** Creating a T-shirt | **g)** Battle of the Bands

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

6 ◯

b) Complete the definitions with the fundraising events. Two events are extra.

1. _____ is an event where pastries are baked and sold to make money.
2. _____ is an exhibition in which artists display their work.
3. _____ is an event where people sell used items outside a house.
4. _____ is a music competition in which the winner is decided by audience vote.
5. _____ is a game in which players must collect various items in a limited time.

IDIOM OF THE THEME

have a soft spot for (someone/something): to feel that you have a special fondness or affection for someone or something

E.g. *Julia has a soft spot for stray cats; she regularly leaves a bowl of water and cat food outside.*

TEACHER'S TIP

Focus Ss' attention to the title of the content. Ask Ss to think about its meaning and how it is related to fundraising events. Encourage them to express their ideas.

1 Have Ss name the events that are held in the school. Ask them if they have participated in one of them. Get them to share their experiences.

KEY

Ss' own answers

2 Draw Ss' attention to the bold words in the statements. Give Ss enough time to guess the meanings of the words from the context and choose the correct answer. Elicit the answers.

KEY

1. b	2. a	3. a	4. b	5. a

3 **a)** Draw Ss' attention to the names of the fundraising events. Ask Ss to guess and match the events with their photos. Remind them that one event is extra. Elicit the answers.

KEY

1. e	3. g	5. d	Board game tournament (Extra)
2. c	4. f	6. a	

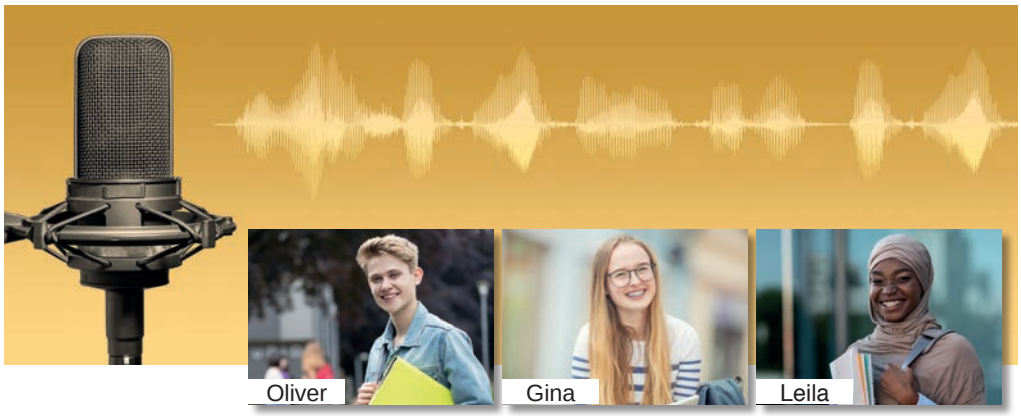
b) Ask Ss to read the definitions and complete them with the correct fundraising events. Elicit/ Explain any unknown words. Remind them that two events are extra. Elicit the answers.

KEY

1. Bake sale	3. Yard sale	5. Scavenger hunt
2. Art show	4. Battle of the Bands	Board game tournament (Extra)
		Creating a T-shirt (Extra)

TEACHER'S NOTE

9.1 **4** **Listen to the radio programme where Oliver, Gina and Leila are talking about the school fundraising events. Write their favourite events under the photos.**



_____ _____ _____

9.2 **5** **Listen to the radio programme again and complete the table.**

	Purpose	Time	Place	Fund raised
Battle of the Bands				
Scavenger hunt		first Sunday of March		£2,500
Art show	to support the education of young artists			
Yard sale			at school	-

6 **Work in pairs. Choose an event you would like to attend from exercise 5 and describe it without giving its name. Try to find each other's favourite event.**

Let's Think Aloud

Work in pairs and discuss the questions below with your partner.

- Do you think that participating in a fundraiser with your friends strengthens your friendship? Why/Why not?
- Which is more effective: buying items at a fundraiser or working to raise funds for them?

9.1 **4** Tell Ss that they are going to listen to a radio programme where three people, Oliver, Gina and Leila, are talking about the fundraisers held in their schools. Ask Ss to listen to the track and write their favourite events under the photos. Elicit the answers.

KEY		
Oliver - Battle of the Bands	Gina - Scavenger hunt	Leila - Art show

9.2 **5** Draw Ss' attention to the table. Ask Ss to listen to the radio programme again for specific information in order to complete the table. Elicit the answers.

This activity enables students to organise specific information in a narrative about a person or an event.

KEY

	Purpose	Time	Place	Fund raised
Battle of the Bands	for an animal shelter	last month	the open-air theatre	£4,500
Scavenger hunt	to improve the science labs	first Sunday of March	around the school	£2,500
Art show	to support the education of young artists	recently	the town hall	not sure
Yard sale	for food banks	May 12th	at school	-

6 Have Ss work in pairs and describe the event they would like to attend from exercise 5 without giving its name. Tell them that they need to guess the name of the event from the description. Monitor the activity around the class.

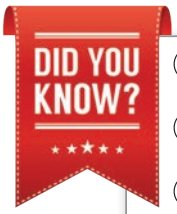
KEY
Ss' own answers

Have Ss work in pairs and discuss the given questions with their partner. Encourage them to share their ideas with the class.

KEY
Ss' own answers

TEACHER'S NOTE

1 **Read the interesting facts about Özlem Türeci and Uğur Şahin and tick the ones you know. If you have additional information about them, fill in the K column in exercise 6.**



- ◯ The couple, who are the founders of a German biotech company, were at the top of the EU's list of the most inspiring people in 2021.
- ◯ They got one of Germany's most prestigious medical awards for their scientific success.
- ◯ Their team produced a cancer-curing vaccine that strengthens the immune system.
- ◯ Their cancer vaccination results mark a new era in fighting hard-to-treat diseases.

2 **What do you want to know about Özlem Türeci and Uğur Şahin? Write what you are curious about the couple in the W column in exercise 6.**

3 **Read through the article quickly and fill in the blanks with the correct option. One is extra.**

a) who have dedicated their lives to science
b) which they drink every day
c) which is a small city near Frankfurt, Germany
d) whose parents were Turkish workers
e) where they develop different medication
f) where her father was working

4 **Match the highlighted words in the text with their definitions.**

1. a certain way of looking at something; a point of view _____
2. a high-IQ person who plans and achieves complex tasks _____
3. a person who starts something with the help of another person _____
4. highly important and worthy of attention; remarkable _____
5. an exercise machine that allows you to walk or jog without moving forward _____

MASTERS OF mRNA VACCINATION

Prof Özlem Türeci and her husband, Prof Uğur Şahin, live in Mainz, **(1)**_____. They've become the world's greatest hope in this place. Well, who exactly are these notable scientists?

Özlem Türeci and Uğur Şahin are two masterminds who run a well-known biotechnology company that has developed the RNA-based COVID-19 vaccine.

Özlem Türeci is a passionate physician, scientist and business owner. She was born in 1967 in Germany to a Turkish immigrant family from Rize. Her father was a surgeon in Lastrup. When she was a child, she was inspired by the nurses helping people at the hospital **(2)**_____. Over the years, what inspired her has become her occupation. Türeci and her husband are the co-founders of a biotech company that uses the immune system to fight cancer and other diseases.

Uğur Şahin is a visionary oncologist and immunologist who works passionately to develop new perspectives in science. He was born in 1965

1 Have Ss read the interesting facts about Özlem Türeci and Uğur Şahin and tick the ones they already know. Ask them to fill in the K column in the K.W.L chart in exercise 6 if they have additional information about the scientist couple. Encourage them to share their ideas in the class.

KEY
Ss' own answers

TEACHER'S TIP

The KWL Chart gets students think about what they Know, what they Want to know, and what they have Learned at the end of a lesson. It is possible to use a variety of charts to introduce new topics, remind learners of what they already know and set class goals. They are helpful for tracking the progress of learners.

2 Ask Ss what they want to know about Özlem Türeci and Uğur Şahin. Give them some time to write what they are curious about the couple in the W column in exercise 6. Encourage them to share their ideas with the class.

KEY
Ss' own answers

3 Have Ss read through the article quickly and fill in the blanks with the correct statements. Remind them that one option is extra. Elicit the answers.

This activity enables students to scan online and printed newspaper articles about well-known people to find out personal details.

KEY					
1. c	2. f	3. d	4. b	5. a	e (Extra)

4 Ask Ss to find the given words in the text and match them with their definitions. Elicit the answers.

KEY				
1. perspective	2. mastermind	3. co-founder	4. notable	5. treadmill

TEACHER'S NOTE

5 **a) Tick (✓) the qualities that have helped Özlem Türeci and Uğur Şahin to be successful.**

◯ **a)** visionary ◯ **b)** careless ◯ **c)** humble

◯ **d)** passionate ◯ **e)** unmotivated ◯ **f)** devoted

b) Now, match each quality with a statement below.

◯ **1.** They have dedicated their lives to expanding scientific knowledge.
◯ **2.** They eagerly make the ideas that inspire them into a reality.
◯ **3.** They have a clear perspective to create new scientific ideas.
◯ **4.** Their wealth has no effect on their simple lifestyle.

6 **Fill in the L column below with the information you've learned from the article.**

K.W.L. Chart

K What I Already Know	W What I Want to Know	L What I Have Learned

7 **Write a similar article about one of your teachers or friends for the school magazine using the template in the appendix on page 100.**

in İskenderun. He moved to Germany with his mother when he was four to live with his father, who worked in a factory. He enjoyed football and reading science books as a child. He was the school's first student **(3)**_____. After graduation, he started working at the University Hospital of Saarland, where he met his future wife, Özlem Türeci. They got married in 2002 and had a daughter.

Despite becoming millionaires as a result of their success, the humble couple haven't changed their lifestyle at all. They still live in their small flat and ride their bikes to work. They begin their day by jogging along the river at around 5 a.m. They are both incredibly diligent individuals. They work about 18 hours a day and sleep very little. They don't eat much, but they always have fresh vegetable juice in their fridge, **(4)**_____. During their very little free time, they enjoy watching films on the treadmill.

In short, this couple can best be described as devoted. They are two amazing people **(5)**_____.

5 **a)** Have Ss tick the qualities that have helped Özlem Türeci and Uğur Şahin to be successful. Elicit the answers.

KEY
a, c, d, f

b) Draw Ss' attention to the statements. Elicit/Explain any unknown words. Then, ask Ss to match the qualities given in exercise 5a with the statements. Elicit the answers.

KEY			
1. f	2. d	3. a	4. c

6 After Ss have read the article, ask them to fill in the L column in the K.W.L chart with the information they have learned from the article. Encourage them to share their answers with the class.

KEY
Ss' own answers

7 Ask Ss to write a similar article about one of their teachers or friends for the school magazine. Ask them to use the template in the appendix on page 100 and write their article on a piece of paper by using their notes in the outline. Encourage them to read their article to their friends in the upcoming class.

This activity enables students to write a text about their teachers and friends for a school magazine.

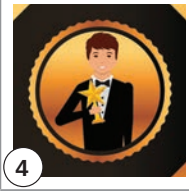
KEY
Ss' own answers

TEACHER'S NOTE

KNOW ME INSIDE OUT

1 **How well do you know your classmates? Share your ideas with the class.**

2 **a) Make guesses about your partner and write them in the table.**

1	2	3	 4	5
the date when s/he was born:	the place where s/he last went on holiday:	a dish which s/he is good at cooking:	the person whom s/he wants to meet one day:	the country that s/he wants to visit:
6	7	8	9	10
the type of music that s/he enjoys dancing to:	a family member who makes him/her laugh a lot:	a movie or book which s/he can recommend:	someone whom s/he gets on well with:	the most exciting sporting event that s/he has ever seen:

b) In pairs, interview each other to find out if your guesses were correct. Ask for more information.

E.g.

Is the date when you were born February 13th?

Yes, it is./No, it isn't. It's November 5th.

PRONUNCIATION MATTERS

9.3 **A. Listen and repeat. Notice the pronunciation of *assimilation* or *elision* in the bold words.**

1. **Would you** like tea? /wʊdʒə/
2. I like **good coffee**. /gʊgˈkɒfi/
3. What's the date **today**? /tˈdeɪ/
4. I **helped them** with the project. /helpðəm/

9.4 **B. 1. Listen carefully to the bold words and underline the letters with *assimilation* or *elision*. Then, listen again and repeat.**

1. I need a **red bag**.
2. Do you **have to** go?
3. He'll call you **next week**.
4. I ate a **sandwich**.

1 Ask Ss how well they know their classmates. You may elicit ideas about the importance of knowing our friends. Encourage them to talk.

KEY
Ss' own answers

2 **a)** Give Ss enough time to work individually to do the survey on their partners. Elicit/Explain any unknown words. Tell them to make predictions if they do not know the answers.

KEY
Ss' own answers

b) Draw Ss' attention to the given dialogue. Then, have Ss work in pairs to ask and answer questions in order to see if their predictions were correct. Remind them to ask for more information. Monitor the activity around the class.

This activity enables students to ask and answer questions to clarify a well-known / common person or a place.

KEY
Ss' own answers

PRONUNCIATION MATTERS

9.3 **A.** Explain the rule. Neighbouring sounds blend and influence each other in normal, fluent speech. Assimilation refers to changing a sound, and elision refers to omitting a sound. Assimilation and elision usually combine in normal speech. Ask Ss to listen to the sentences and repeat them. Remind them to pay special attention to the bold words.

9.4 **B.** Draw Ss' attention to the bold words in the sentences. Ask them to listen carefully for the pronunciation of assimilation or elision and underline the correct letters. Then, have Ss listen to the sentences again and repeat them.

This activity enables students to practise the pronunciation of assimilation-elision.

KEY	
1. I need a **red bag**. /rebbæg/	**3.** He'll call you **next week**. /nekswiːk/
2. Do you **have to** go? /ˈhæf tə/	**4.** I ate a **sandwich**. /ˈsænwɪtʃ/

TEACHER'S NOTE

WRITING ABOUT MY HOMETOWN

1 **Answer the questions in pairs. Then, share your answers with the class.**

- What do you like the most about your hometown?
- What's your hometown famous for?
- What are the main attractions in your hometown?

2 **Read the booklet prepared for the city of İzmir. Tick (✓) Yes or No.**

MY HOMETOWN

About İzmir

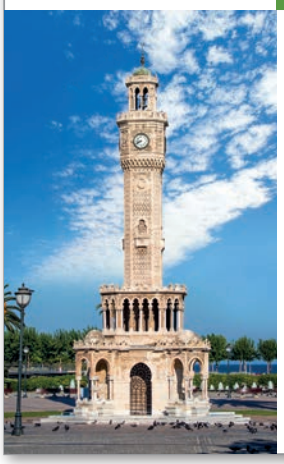
İzmir is Türkiye's third most populated city after İstanbul and Ankara, and the second largest metropolitan centre on the Aegean Sea after Athens

Extra Info

It has a population of 4,367,251. The city enjoys a Mediterranean climate with hot summers. It has a specific geographical location. It is surrounded by the Madra Mountains in the north, the Kuşadası Gulf in the south, the Çeşme Peninsula and the İzmir Gulf in the west and Manisa in the east.

History

İzmir has a recorded urban history of 3,000 years and an 8,500-year human settlement history since the Neolithic period. Due to its special location in the middle of the western Anatolian coast, the city has been one of the major trade ports on the Mediterranean Sea for most of its history..



Interesting Facts

- İzmir Clock Tower is İzmir's most famous landmark, yet it is not the city's oldest clock tower.
- Urla is home to one of the world's three quarantine islands.
- The oldest olive oil factory in the world is in İzmir.
- The Temple of Artemis in Ephesus, one of the Seven Wonders of the World, is in Selçuk.

Cuisine

The locals' favourite foods are green leafy vegetables and wild plants. *İzmir köfte, sulu köfte, keşkek, zerde* and *mücver* are some of the most popular foods here. *Boyoz* and *lokma* are İzmir-related pastries. *Kumru* is a Çeşme-specific sandwich made with cheese, tomato and pepperoni.

	YES	NO
1. Its location makes İzmir an important trade port in the Mediterranean.	◯	◯
2. Kuşadası Gulf is in the west of İzmir.	◯	◯
3. İzmir is the second largest Aegean city after Athens.	◯	◯
4. One of the world's three quarantine islands is in Çeşme.	◯	◯
5. The residents of İzmir prefer veggies over meat dishes.	◯	◯

3 **Now it's your turn. In your notebook, write a booklet to describe your hometown using the spider map in the appendix on page 101.**

1 Have Ss answer the questions in pairs. Then, encourage them to share their answers with the class.

KEY
Ss' own answers

2 Have Ss read the booklet prepared for the city of İzmir. Elicit/Explain any unknown words. Ask them to tick (✓) Yes or No for the given statements. Elicit the answers.

KEY				
1. Yes	2. No	3. Yes	4. No	5. Yes

3 Have Ss write a booklet to describe their hometown using the spider-map in the appendix on page 85. You may assign this activity as homework to Ss. In the upcoming lesson, encourage them to display their booklets in the class.

This activity enables students to write a booklet to describe their hometown.

KEY
Ss' own answers

TEACHER'S NOTE

CLIL

Poetry

CINQUAIN POEM

1 **Do you agree with the statement below? Share your opinions with the class.**

Not everyone can write poems; it requires a certain level of education, knowledge and skill.

2 **Read the text using the glossary and fill in the blanks with the correct option. One is extra.**

a) These gentle and meaningful lines, as the title suggests, describe snow
b) People use the term "cinquain" to refer to the American cinquain of the early 20th century
c) Cinquain poetry is not popular among readers
d) She followed specific syllable rules in order to express herself poetically

A cinquain is a five-line poem. It is comparable to the Japanese tanka, which has five lines and 31 syllables. **(1)**_____. Adelaide Crapsey, an American poet, was the first to present her own version of the cinquain in *Verse*, a collection of biographical essays. Her collection of 28 cinquains inspired the development of a new form different from all other five-line poems. **(2)**_____. As a result, her poetry is short and simple, gentle, imagistic and, most importantly, sensitive, which makes it such a pleasure to read. See one of Crapsey's finest cinquains to the right of this paragraph. **(3)**_____. Even though the lines don't rhyme, they all describe the same scene in their own unique way.

The best cinquains tell a short story in only five lines. In addition to describing words, they usually have an action, an emotion caused by the event and a conclusion. If you intend to write a cinquain, keep in mind that it does not allow for a rich plot. Choose a minimal theme for your main story and stick to it.

SNOW by Adelaide Crapsey

Look up ...
From bleakening hills
Blows down the light, first breath
Of wintry wind ... look up, and scent
The snow!

GLOSSARY

line: a row of words on a page
syllable: a part of a word
rhyme: having lines that end with the same sound
imagistic: giving clear and colorful details
essay: a short piece of writing
plot: the main events in a poem, play, novel or movie

3 **Now that you've written your poem, say if you agree or disagree with the statement in exercise 1. Have you changed your mind?**

4 **Write your own cinquain poem following the guidelines in the appendix on page 102. Read your poem in the class.**

Progress Check

CLIL

1 Ask Ss if they agree with the given statement or not. Have them share their opinions with the class. Encourage them to talk.

KEY
Ss' own answers

2 Have Ss read the text using the glossary and complete the missing parts with the correct statements. Remind them that one statement is extra. Elicit the answers.

KEY			
1. b	2. d	3. a	(Extra)

3 Ask Ss if they still agree or disagree with the statement in exercise 1. Ask them if they have changed their minds after reading the text or not. Encourage them to talk.

KEY
Ss' own answers

4 Have Ss write their own cinquain poems following the guidelines in the appendix on page 102. Once they have finished writing, encourage them to read their poems aloud in front of the class. You may ask them to make a poetry corner on the bulletin board in the class and pin their poems there.

KEY
Ss' own answers

KEEP IN MIND
Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

Theme 10 Presentation

HERE WE GO!

Destination
1. Expressing opinions
2. Exchanging ideas
3. Making comments

On the way
Vocabulary related to values & norms

SPOTLIGHT

1 Read the quote. If you define your character, which two values come first? Fill in the blanks.

"Freedom and independence is my character."

Mustafa Kemal Atatürk

_____ and _____ is my character.

2 What do the following phrases mean? Choose a or b.

1. follow your principles
2. go against your principles
3. stick to your principles
4. betray your principles

a) be faithful to what you believe

b) do something that you don't believe is right

3 a) Complete the bubbles with the values given below. One bubble is extra.

forgiveness | freedom | discipline | justice

1. I want to live according to my own beliefs and principles. I'm a person of _____.
2. I never betray my principles, I set my goals and keep going. _____ is everything to me.
3. I stick to my principles, mainly _____. I firmly believe we deserve equal rights.
4. I believe that we all make mistakes and that we all deserve a second chance. _____ comes first for me.
5. I follow my only principle, then, the others surely come. It is _____ you know. It makes the world go round.

b) What value do you think the extra bubble is about?

SPOTLIGHT

1 Draw Ss' attention to the quote and ask them to define their character in the same way as Atatürk did. Have them write two values that are much more important to them.

KEY
Ss' own answers

2 Ask Ss to read the collocations and match them with their definitions. Each pair of words has similar meanings. Elicit the answers.

KEY			
1. a	2. b	3. a	4. b

3 **a)** Tell Ss to match the bubbles with the values given. Remind Ss that one bubble is extra.

KEY				
1. freedom	2. discipline	3. justice	4. forgiveness	5 (Extra)

b) Ask Ss whether they can guess what the extra bubble is about or not. Elicit the answer.

KEY
Love

TEACHER'S NOTE

HUMAN VALUES IN THE AGE OF ARTIFICIAL INTELLIGENCE

1 **Read the quote below and try to explain the message that Einstein wants to give. What is the best way to be a human being of value? Share your ideas with the class.**

"Try not to become a man of success, but rather try to become a man of value."

Albert Einstein

2 **Match the bold words with their synonyms below. One is extra.**

1. Moral **values** teach us what is right and what is wrong in life and help us to become a good person.
2. In most parts of the world, it's a **custom** for brides to wear white at weddings.
3. One of the most important things before going to any country is to know what their cultural and social **norms** are.
4. Each country's social **etiquette** is different from the others.

a) rules **b)** morality **c)** tradition **d)** principles **e)** diversity

3 **Complete the comments with the words given below. One is extra.**

friendship **generosity** **honesty** **respect** **equality**

Alara

I really appreciate Germans' orderly life. They follow the rules and show _____ to each other. That's why they're well known for their punctuality.

Leo

The best thing about life in Mexico is the friendliness of the people. I was fascinated with their hospitality. These warm-hearted people make contact with foreigners and create a _____ easily.

Jaya

Contrary to its cold climate, Icelanders are really warm people. As a woman, I was very impressed to see women treated well and respected in society. Icelanders give much importance to gender _____ and women rights.

Dave

In Indonesia, there's a saying, "It's better to have your hand above than below," which means "it pays to be charitable." _____ is the basic principle of this society where people are eager to donate money, help a stranger and volunteer.

4 **Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.**

HUMAN VALUES AT THE AGE OF ARTIFICIAL INTELLIGENCE

1 Draw Ss' attention to the quote and ask them to answer what message Einstein wants to give about being a human of value with this quote. Encourage Ss to share their ideas with the class.

KEY
Ss' own answers

2 Tell Ss to match the bold words with their synonyms. Remind them that one is extra. Elicit the answers.

KEY				
1. d	2. c	3. a	4. b	diversity (Extra)

3 Have Ss read the comments of exchange students and complete the missing parts with the words given below. Remind them that one is extra. Elicit the answers in the class.

KEY				
Alara: respect	Leo: friendship	Jaya: equality	Dave: generosity	honesty (Extra)

4 Encourage Ss to work in pairs and make comments about the values and norms of different cultures as in exercise 3.

This activity enables students to make comments about the values and norms in different cultures.

TEACHER'S NOTE

10.1

5 **Listen to the talk show between the host and the humanoid robots, Sonia and Ian. Find out what they are talking about.**

_____
_____
_____.

10.2

6 **Listen to the talk show again and choose the main idea of it.**

◯ **a)** We should observe each culture and learn their social norms.
◯ **b)** We need to shape societies with modern values by using artificial intelligence.
◯ **c)** Robots can imitate human beings, but they cannot feel the same as them.

10.3

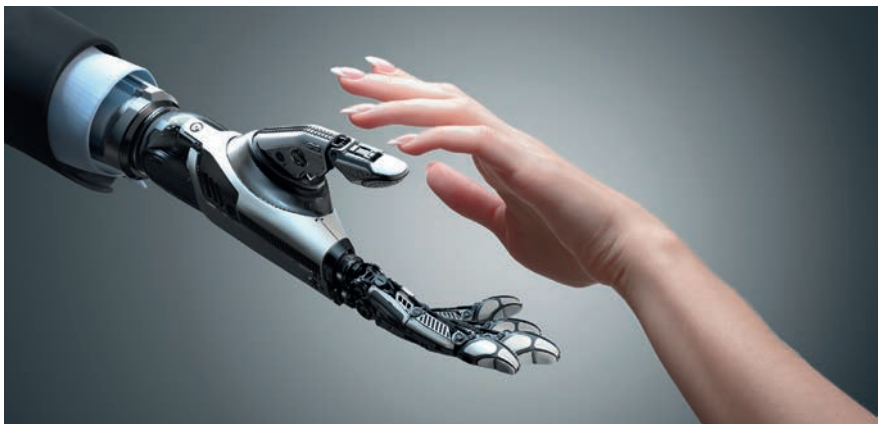
7 **Listen again and write true (T), false (F) or not stated (NS).**

◯ **1.** Robots learn the rules of robotiquette to be able to contact better with humans.
◯ **2.** Sonia and Ian seemed a little bit confused with the different social norms of each culture.
◯ **3.** Both Japanese and Arabs bow to each other as a sign of greeting.
◯ **4.** Neither Germans nor Brazilians use a fork and knife while eating.
◯ **5.** In some countries, they didn't feel comfortable.

8 **a) Work in pairs. Compare the greeting customs and the table manners of the countries you heard in exercise 5 with your country as in the example.**

E.g. Both Turkish people and most Europeans kiss on the cheek twice while greeting.

b) What are the moral values and social norms of your society? Do you think robots could be programmed with norms and values in the coming future? Share your ideas with the class.



10.1 **5** Tell Ss that they are going to listen to the talk show between the host and the humanoid robots, Sonia and Ian. Play the recording and ask them to find what they are talking about.

This activity enables students to identify the topic and the main idea of a recorded text/video.

KEY
They are talking about the observation that the robots made about values and lifestyles of people around the world.

10.2 **6** Ask Ss to listen again and choose the main idea of the text. Elicit the answers in the class.

This activity enables students to identify the topic and the main idea of a recorded text/video.

KEY
c

10.3 **7** Have Ss listen again and write true (T), false (F) or not stated (NS) to the statements. Elicit the answers in the class.

KEY				
1. T	2. T	3. F	4. F	5. NS

8 **a)** Ask Ss to work in pairs and compare the greeting customs and table manners of the countries they heard in the text and with their country as in the example.

KEY
Ss' own answers

b) Encourage Ss to talk about the moral values and social norms of their country. Ask them whether they think that robots could be programmed in the near future. Encourage them to share their ideas with the class.

KEY
Ss' own answers

TEACHER'S NOTE

VARIETY IS THE SPICE OF LIFE

1 **Work in pairs. Read the proverbs from different cultures. Do you have similar sayings and proverbs in your own language? Share your ideas with the other pairs.**

2 **If you could choose three aspects of your culture to put in a time box for the future, what would you put in it? Share your ideas with the class.**

3 **Read the page from a school e-magazine and choose a catchy title for the page.**

A. APPRECIATE THE SIMILARITIES, RESPECT THE DIFFERENCES

B. NO CULTURE SHOCK, NO CRY

C. A FOREIGN ACCENT IS A SIGN OF BRAVERY

www.schoolemagazine.mag

Travelling to a new country, studying or working abroad is going to change you. Although many people who travel abroad experience a degree of culture shock, it is nothing to be afraid of. Besides, it is a positive thing. It helps you grow both as a traveller and a person. Below are two culture shock stories from young adults around the world.

Matthew, Croatia

Before I went to Japan with an intercultural programme, I heard and read lots of things about Japan's culture. In fact, I didn't believe what I heard. When I arrived at the Tokyo Haneda Airport, I began to understand everything was really different in Tokyo. I wasn't sure how and where to take the train into the city centre, so I approached a woman in uniform and asked where I could take the train. To my surprise, she didn't speak a word of English. She spoke very quickly in Japanese, and when she saw my confused eyes, she smiled and bowed. I felt like I should learn Japanese. Luckily, I was able to find someone to guide me. After buying my ticket, I saw on the time schedule that the train would arrive in 3 minutes. The train arrived exactly on time, which gave me a great shock. In my country, trains are not so punctual. On the train, I never heard anyone say a single word. No conversation, no phone calls, no music. I was just hearing the sound of the train travelling at high speed. "Everything here seems strange," I murmured to myself. I found out soon that it was very rude to talk on the

1 Ask pairs to read the proverbs given from different cultures. Ask them if they have similar sayings or proverbs in Turkish. Elicit the answers.

KEY
Ss' own answers

2 Draw Ss' attention to the question. Ask Ss to think of the best three things about their culture/country to put in a time box. Elicit the ideas from Ss around the class.

KEY
Ss' own answers

3 Ask Ss to pay special attention to the headings given. Explain the task. Give Ss to read the e-magazine page and complete the task. Monitor the activity around the class. Explain/Elicit any unknown words. Check Ss' answers around the class. Alternatively, ask Ss if they have experienced culture shock when visiting a new neighbourhood/town/city in or other countries. Elicit the ideas.

KEY
A

IDIOM OF THE THEME

Variety is the spice of life: said to mean that doing and seeing a lot of different things make life more attractive and enjoyable.
E.g. *Fiona keeps exploring different countries every year. She says variety is the spice of life.*

TEACHER'S NOTE

4 **Work in pairs. Scan the e-magazine and summarise Matthew and Hanna's culture shock experiences in your notebooks.**

5 **Read the text in the e-magazine again and choose the best sentence for the main idea.**

a) If you are planning to study abroad, you should think twice before leaving your comfort zone.

b) Experiencing culture shock has a powerful and positive impact on the rest of your life.

c) When you are surrounded by an unfamiliar culture, you have got lots of reasons to panic.

Discuss the following sentences with the class.

- The beauty of the world lies in the diversity of its people.
- When you see the moon shine on the other side of the world, you are not the same.
- The world is a small global village, and despite our differences, we are all similar and interconnected.

6 **Search for some culture shock stories from travellers around the world and write an essay about why experiencing culture shock is good for young adults. Follow the steps below:**

- Do research.
- Make an outline.
- Write an introduction paragraph including a thesis statement.
- Write your body paragraphs (1-3) developing your ideas.
- Write a conclusion paragraph backing up your thesis statement.
- Find a catchy title for your essay.
- Proofread your essay.

trains. I stayed in Tokyo for one and a half years and came back to my hometown, Zagreb with valuable lessons. Now, I can say that experiencing a new culture gives you the opportunity to become a global citizen. These experiences change the way you think and the way you act. They shape you for the better. For instance, I keep learning Japanese, and I never talk on the phone on public transport.

In 2018, I attended the Erasmus programme in İstanbul. My ambition was to learn about a different culture, language and cuisine while studying psychology. I stayed in a hostel where I met many Erasmus students from Europe. Wherever I went in Türkiye, there was always someone willing to help me and show me the way. I was invited to lots of dinners and other events. Actually, my first invitation was from a Turkish lady I met at the Warsaw Chopin Airport while I was waiting for my flight to İstanbul. I hadn't even set foot in Türkiye, but I was experiencing its famous hospitality. I stayed in İstanbul for a year, and I loved its people, language and food. The people always drink *çay*, the Turkish tea, which is my favourite drink in the whole world. It's both exciting and liberating to taste new food, meet different people, learn some words in a new language and even experience culture shock. Variety is the spice of life, I suppose.

Hanna, Poland

4 Ask Ss to work in pairs and give them time to scan the page in the school e-magazine. Ask pairs to prepare some questions about the text on a piece of paper to ask their classmates. Pairs ask and answer questions. Then, pairs work in closed pairs to summarise Matthew and Hanna's culture shock experiences in Japan and Türkiye. Monitor the activity around the class. Ask various pairs to read out their summary to the class.

SUGGESTED KEY
Matthew went to Japan with an intercultural programme. When he arrived at the Tokyo Airport, he began to understand everything was different. First, he couldn't find anybody to speak a word of English. He realised he should learn Japanese. Luckily, he got the tickets and the train arrived exactly on time. When he got on the train, he never heard a single word because it was rude to talk on the trains. In 2018, Hanna went to İstanbul with the Erasmus programme. She always experienced Turkish people's hospitality. She was invited to lots of dinners and other events. Once, she was invited to a wedding by the sister of the groom although she never met the bride and the groom. In fact, Hanna got her first invitation from a Turkish lady at the Warsaw Chopin Airport even before she set foot in Türkiye.

5 Draw Ss' attention to the sentences given. Explain the task. Ss read the text again to find the main idea. Check Ss' answers.

This activity enables students to distinguish the main idea from supporting details in a text about the effects of values on societies.

KEY
b

Ask Ss to pay special attention to the given sentences. Give Ss time to brainstorm to share their ideas with the class. Elicit the ideas.

KEY
Ss' own answers

6 Explain the writing task. Draw Ss' attention to the given steps to write a strong essay. Give Ss time to complete the task. Ask Ss to write their first draft in their notebooks. Then, Ss write their essays on a separate sheet of paper. Alternatively, assign the task as homework and check Ss' papers in the next lesson.

This activity enables students to write an essay about the effects of values and norms in society.

KEY
Ss' own answers

TEACHER'S NOTE

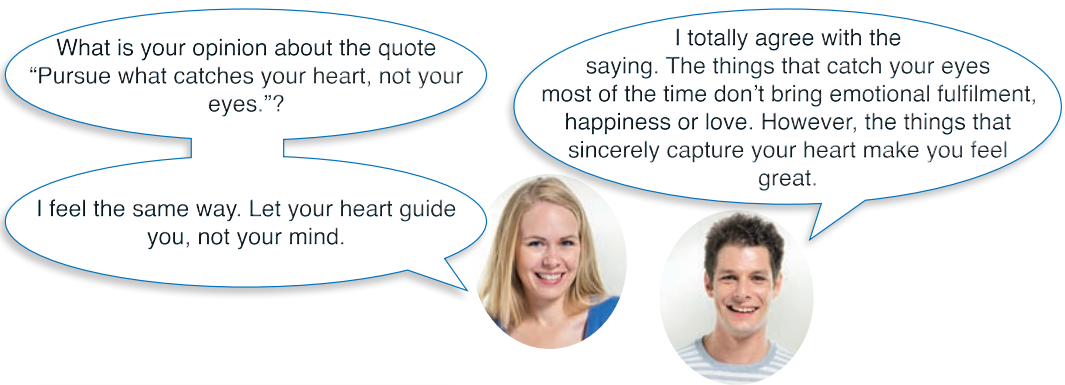
GO EVERYWHERE WITH ALL YOUR HEART

1 a) Match the sentence halves to make meaningful quotes.

◯ **1.**	We can't help everyone,	**a)**	growth strategy.
◯ **2.**	Clothe yourself	**b)**	complaint is poverty.
◯ **3.**	Make generosity part of your	**c)**	with compassion.
◯ **4.**	You can accomplish anything by kindness,	**d)**	not your eyes.
◯ **5.**	Gratitude is richness whereas	**e)**	but everyone can help someone.
◯ **6.**	Pursue what catches your heart,	**f)**	what you cannot by force.

b) Work in pairs. Prepare a similar dialogue with the quotes above. Use the given expressions in the table as in the example. Then, act it out.

Asking for opinions	Expressing opinions	Agreeing/Disagreeing
What do you think of … ? Do you have an idea about … ? What is your opinion about … ? How/What about … ?	I think … I believe … In my opinion, … I personally feel that … That probably means …	I feel the same way … I totally agree with you … Maybe you're right (but) … I don't agree (because) … I'm afraid I disagree … I'm sorry, but I think …



PRONUNCIATION MATTERS

A. There are two different pronunciations of *either* and *neither*. Listen and practise.

10.4

	BrE	AmE
either	/ˈaɪðə(r)/	/iːðə(r)/
neither	/naɪðə/	/niːðə(r)/

B. Listen and tick the sounds you hear in the words *either* and *neither*.

10.5

	/aɪ/	/iː/
1. Either appear as you are or be as you appear.		
2. I either call or send a message to my teachers on Teacher's Day.		
3. We should be neither dishonest nor mean in our relationships.		
4. Japanese people neither hug nor kiss while greeting.		

1 **a)** Ask Ss to match the sentence halves to make meaningful quotes. Elicit the answers.

KEY					
1. e	2. c	3. a	4. f	5. b	6. d

b) Tell Ss to work in pairs. Ask them to prepare a similar dialogue with the quotes in exercise 1a, using the expressions in the table as in the example. Then, have them act it out.

This activity enables students to exchange ideas about values and practices.

PRONUNCIATION MATTERS

10.4 **A.** Tell Ss that they are going to listen and practise the different pronunciations of *either* and *neither*. Play the recording.

10.5 **B.** Ask Ss to listen to the sentences carefully and focus on the words *either* and *neither*. Tell them to tick the correct sound in the box.

This activity enables students to practise the sounds of /iː/ and /aɪ/.

KEY

	/aɪ/	/iː/
1. Either appear as you are or be as you appear.	✓	
2. I either call or send a message to my teachers on Teacher's Day.		✓
3. We should be neither dishonest nor mean in our relationships.		✓
4. Japanese people neither hug nor kiss while greeting.	✓	

TEACHER'S NOTE

WRITING SLOGANS ABOUT MORAL AND SOCIAL VALUES

1 **Read the slogans and match them with the places. One slogan is extra.**

(a) We plan, you pack!

(b) Justice first, then comes peace.

(c) Turn the page to fly away from the cage!

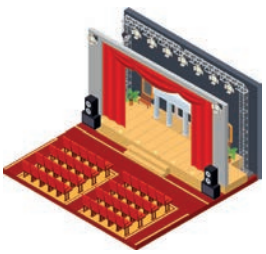
(d) Here and there, home everywhere!

(e) Health for all, all for health!

(f) Everyone is an achiever!

(g) Nothing acts better than a star!

◯ Library



◯ Theatre

◯ Hotel

◯ Courtroom

◯ Travel Agency

◯ Hospital

2 **Write at least three slogans on moral and social values (kindness, honesty, love, justice, gratitude, compassion, respect, etc.) in the spaces provided, following the steps with your partner.**

- Brainstorm a word list about your topic.
- Keep it short and simple.
- Make it timeless.
- Give your message clearly and effectively.

_____

_____

_____

WRITING SLOGANS ABOUT MORAL AND SOCIAL VALUES

1 Have Ss match the slogans with the places. Elicit the answers.

KEY
a) Travel Agency b) Courtroom c) Library d) Hotel e) Hospital f (Extra) g) Theatre

2 Ask Ss to work in pairs and write at least three slogans on moral and social values in the spaces provided. Monitor the activity around the class.

This activity enables students to write slogans about spiritual, moral and social values.

KEY
Ss' own answers

TEACHER'S NOTE

CLIL

Sociology

SOCIETY IN MINIATURE

1 **Look at the idiomatic expressions. Match them with their definitions. One is extra.**

- ◯ **1.** fly the nest
- ◯ **2.** all in the family
- ◯ **3.** blood is thicker than water
- ◯ **4.** own flesh and blood
- ◯ **5.** run in the family

a) one's own relatives, one's own kin

b) to leave the parents' home for the first time to live somewhere else

c) about the unique power of family ties to unite all members in a family

d) (for a characteristic) to appear in two or more members of a family

2 **Read and complete the text using the idiomatic expressions in exercise 1.**

SOCIETY IN MINIATURE

As long as we learn to live in a family, we learn to live in society. Family is the smallest part of society. It is a small shell with the whole world inside. It is a first aid kit that has all kinds of plasters at the same time. In our family, we can find love, security, trust, respect, loyalty, tolerance and helpfulness and so on. Even if we are far away from them, we know that we are loved. We know that we are like our parents, as kind as our mother and as brave as our father. You know it **(1)**_____. We usually do not understand family is the best until the time we **(2)**_____. Away from our family, we somehow notice that **(3)**_____. We know that they will always be there for us and that we are their beloved kids no matter where we are. We are their **(4)**_____ in the end.

Family life provides us with an excellent opportunity to develop self-esteem, responsibility, and generosity. Family is a teacher that teaches us how to live better and is a school that prepares us to live in society. Emile Durkheim, a French sociologist, claimed that "School is a society in miniature." If so, why not a family?

3 **Close your books. Ask your partner how many values s/he can remember from the text. Who can say more; you or your partner?**

Progress Check

CLIL

1 Ask Ss to match the idiomatic expressions about family and family life with their definitions.

KEY				
1. b	2. c	3. extra	4. a	5. d

2 Have them complete the text using the expressions in exercise 1.

KEY
1. runs in the family 2. fly the nest 3. blood is thicker than water 4. own flesh and blood

3 Ask Ss to close their books and try to remember the values mentioned in the text.

KEY				
love	security	trust	respect	loyalty
tolerance	helpfulness	self-respect	responsibility	generosity

KEEP IN MIND

Now, click on the QR code to have Ss do the Progress Check. Ask them to complete their e-portfolio task and upload it to the portfolio section on https://www.eba.gov.tr/.

TEACHER'S NOTE

WORKBOOK KEY

LISTENING

1.1

1. Listen to *Highflyers*, the school radio station, and choose the correct option.

1. Today's topic is…

a) "Choose your job, choose your future!"

b) "Grow your mind, grow your career!"

2. The nickname of the radio DJ is… .

a) Wise Teen

b) Wise Owl

3. UX stands for... .

a) unique experiment

b) user experience

4. To humanize means... .

a) to make things easier for humans

b) to improve eco-friendly products

1.2

2. Listen again and write true (T) or false (F).

T **1.** UX design deals with not only design and technology but also market research and psychology.

F **2.** A UX designer makes you finish your desired task with a huge effort.

T **3.** The main goal of a UX designer is to create human-centred designs and products.

F **4.** Only technical skills are needed to become a UX designer.

T **5.** You need to have a bachelor's degree in a technology-related area to work in the field of UX design.

1.3

3. Listen again and write three soft skills you need to become a UX designer.

empathy/problem-solving/adaptability/(good communication)

SPEAKING

1. Order the lines to make a meaningful dialogue.

4 **Mr Hue:** Sorry to hear that. Would it be possible to arrange another time later in the week?

1 **Fiona:** Hello! Mrs Pete's secretary, Fiona is speaking.

8 **Mr Hue:** I think so. Thanks for informing me. Have a nice day!

5 **Fiona:** Let me have a look, please. She's going to be out of the office on Wednesday and Thursday, but she's available on Friday.

2 **Mr Hue:** Hello! Is there a problem with my appointment?

7 **Fiona:** Then, you'll call us to arrange a new appointment, Mr Hue.

6 **Mr Hue:** I see, but I'm flying to Rome on Friday morning.

3 **Fiona:** Unfortunately, due to some unexpected business, Mrs Pete won't be able to keep your appointment for tomorrow afternoon, Mr Hue.

READING

1. Read the dialogue and underline the predictive statements in it.

Amy: Have you read this article?

Sam: Which one?

Amy: Here, look! The jobs which are likely to die in ten years. This is really shocking.

Sam: Oh, the same story again. They never get tired of dreaming about the collapse of the human workforce. I'm sure it also says that robots will come along and rule the world. What a cliché!

Amy: You are right, Sam, but this article says something different from those dystopian sci-fi flicks in which robots have taken over the control of the world.

Sam: So, how different?

Amy: First, it claims that robots will never replace humans because some jobs are unlikely to be done by computers. However, some jobs will become increasingly automated since technology will inevitably evolve their roles at a certain time.

Sam: Now, it makes sense. What jobs are in danger, then?

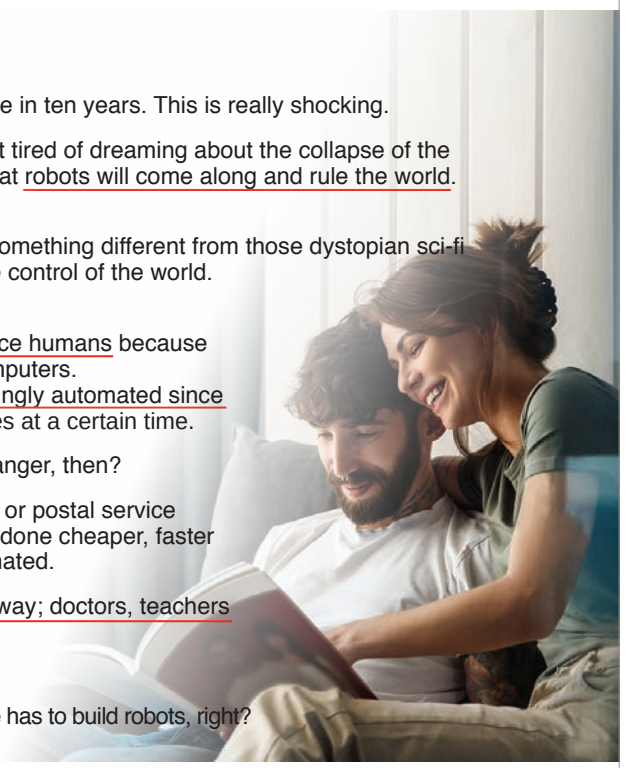
Amy: Well, jobs like telemarketers, bank tellers or postal service workers. Especially the ones that can be done cheaper, faster and more efficiently when they are automated.

Sam: Let me guess which ones will never go away; doctors, teachers and artists. I bet it is true.

Amy: OK, but what about engineers, Sam?

Sam: They will be around for sure! Well, someone has to build robots, right?

Amy: Oh, you wise owl. I'll ask you next time.



2. Read the dialogue again and choose the correct option.

1. The article is about the jobs that are likely to **appear/vanish**.
2. Sam doesn't believe that robots will take people's **place/aims** one day.
3. The article says some jobs will dramatically **go away/change** in ten years.
4. For instance, the healthcare sector will **soon/never** be at risk of replacement.
5. There are plenty of jobs that won't be fully replaced by **human touch/technology.**

WRITING

1. Look at the career choices and write a paragraph answering the question below.

- Which sectors are likely to be still on job ads and which ones are likely to disappear in ten years' time?

postal service workers	security guards	fitness trainers
telemarketers	counsellors	chefs
scientists	medical workers	artists
taxi drivers	educators	bank tellers

Ss' own answers

10

VOCABULARY

1. Fill in the blanks using the correct words/expressions. One is extra.

a) take matters into my own hands | **b)** mesmerising | **c)** by word of mouth | **d)** intern
e) grounded | **f)** culinary | **g)** in deep water | **h)** empathy | **i)** hands-on experience
(Extra)

1. Alara attended a cooking course to acquire more advanced __f__ skills.
2. I think Boris seems to be __g__ with his master's course. He doesn't know how he'll be able to keep up with all the work he's been assigned.
3. The performance of Andrea Bocelli was so __b__ that the audience stood still as if they were hypnotised.
4. The boss __e__ the new intern for not taking the important issues into account.
5. I'm going to __a__ and start supervising the work directly because the project isn't being managed properly.
6. Jessica volunteered for an extracurricular project to work on because she believes that gaining __i__ will improve her skills and practical work.
7. Our bakery is quite small. We don't have the budget for a big marketing campaign, so we'll just have to hope that the buzz about our shop gets spread __c__.
8. Ryan is planning to work as a/__an__ __d__ at a law firm this summer to gain some experience.

2. Fill in the mini dialogues with the given words below. One is extra.

multilingual | scholarship | career | response (Extra)
keep up with | inquire | innovative

1. **Sue:** Guess what? It's official! I'm going to Harvard!
   Jim: Wow! You won a __scholarship__ to Harvard! You're more than amazing!
2. **Dila:** Why do you want to change your current job?
   Dan: I feel as if I'm ready for another stage in my __career__ as an architect.
3. **Phil:** I suppose __innovative__ thinking is the skill of the future.
   May: I agree with you. Those who think creatively bring new ideas into the workplace.
4. **Marc:** Technologies such as artificial intelligence and cloud computing are growing rapidly.
   Dave: You're right. It's really hard to __keep up with__ them.
5. **Tina:** Many people who work as UX designers at the company are __multilingual__.
   Brad: That's superb! More languages mean more connections.
6. **Jude:** Sooner or later, the new boss will __inquire__ why I'm often late in the mornings.
   Mila: Tell the truth that you are a single parent, and you have to wait for the babysitter.

LANGUAGE IN USE

1. Read the dialogues below and fill in the blanks with the correct forms of the verbs given.

1. **Rob:** I'm not sure what I ___will study___ (study) at university. Now, I'm trying to concentrate on my exams. How about you, Abbie?

   Abbie: I don't know yet. I have lots of things on my mind, though. Next week, I ___am going to attend___ (attend) a workshop on "Future of Skills and Jobs". Why don't you come with me?

2. **Lara:** Which jobs ___will be___ (be) in demand in the next ten years?

   Mike: Well, I think jobs like UX designers and AI specialists are new potential jobs. I hope we ___will pursue___ (pursue) a career in something we find interesting.

3. **Jim:** Do you think clothing ___will give___ (give) people superhuman skills in the future?

   May: Why not? Artificial intelligence is totally changing everything. I'm sure we ___will see___ (see) delivery drones up in the air very soon.

4. **Jason:** Next week, I ___am going to give___ (give) a presentation on disappearing jobs in class.

   Tilda: Hmm, good topic! Tell me what jobs are not likely to disappear.

   Jason: Well, healthcare support-related jobs and food preparation-related jobs ___won't disappear___ (not/disappear) as they cannot easily be automated.

   Tilda: Great! I'm on the right path. I want to become a chef instructor. I have my plans on my mind. I ___am going to be___ (be) a Michelin chef and teach in a culinary institute in Rome.

5. **Sam:** Millions of people worldwide ___will switch___ (switch) occupations due to automation in the next five years.

   Joe: I agree with you, but automation ___will have___ (have) no effect on hands-on occupations like construction workers and plumbers.

6. **Ann:** Which industries will never die out?

   Levi: I think education, wedding and service industries ___will be___ (be) around forever.

   Ann: You're totally right. Positions which require emotional intelligence and creativity ___will stick around___ (stick around) for the decades to come.

2. Complete the speech bubble with the correct forms of the given verbs. One is extra.

choose help try visit enrol (Extra) attend

Right now, I'm a senior at Edmonton High School and I **(1)**___am trying___ to plan my career path. I really need to choose which university I **(2)**___am going to attend___. It's quite exciting and overwhelming. Next week, I **(3)**___am going to visit___ some campuses with my friends. By the way, there is an amazing career counselling website, called Career Busters. I think it **(4)**___will help___ in my career planning. I'm sure I **(5)**___will choose___ a career that's just right for me.

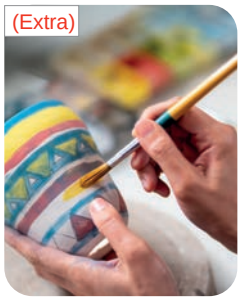
LISTENING

2.1

1. Listen to the dialogues (1-3) and match them with the hobbies in the photos. One is extra.

a 3

(Extra)



c 1

d 2

2.2

2. Listen to the dialogues again and complete the sentences with the words or phrases you hear.

1. I ___enjoy___ doing crafts, so it may be something related to that.
2. Would you be ___interested in___ giving it a shot?
3. I'm really ___keen on___ different types of candles.
4. I ___would rather___ do something creative than a work-like hobby.
5. You know me, I'm ___good at___ artistic and creative work.
6. It's my brother's favourite pastime, but I'm ___not into___ it.
7. Is it because you ___don't like___ spending time in the kitchen?
8. Certainly not! I just ___prefer___ tasting meals instead of cooking.

SPEAKING

1. a) Complete the dialogue with the correct option. One is extra.

a) What could your mum and dad do?
b) So, can you still carry on gardening work?
c) What things could you do in the garden?
d) Where could you do the gardening? (Extra)
e) Could your brother help you with the work?

Jade: My favourite pastime as a child was spending time in our garden with my family.

Sam: Lovely! **(1)**__c__

Jade: I could water the entire garden by myself. I could also dig holes and plant the seeds.

Sam: **(2)**__e__

Jade: Although he was very young, he could water the fruit trees.

Sam: **(3)**__a__

Jade: Mum couldn't do very tiring work because of her knees. She was able to reap each day's harvest, though. Dad could prepare a wonderful breakfast with the freshly picked herbs.

Sam: What a great story! **(4)**__b__

Jade: Since I've lived in the city for many years, I can't do these things anymore. However, I'm planning to start an urban gardening project with a few friends.

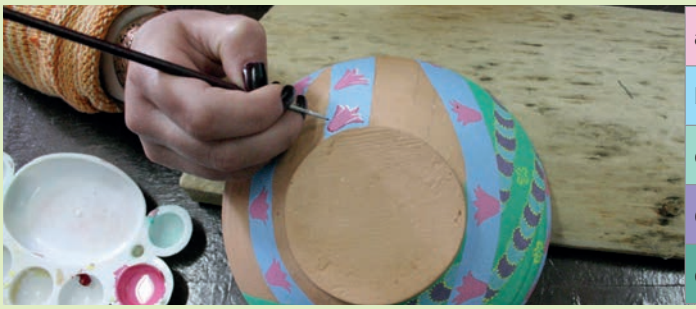
Sam: You can count me in!

b) Prepare a similar dialogue in your notebook. Include your present and past abilities and act it out.

Ss' own answers

READING

1. Read Lisa's blog entry and match the paragraphs (1-4) with the topics (a-e). One is extra.



a) Accommodation	2
b) Food	4
c) Transportation	(Extra)
d) Camp activities	3
e) Things you need	1

Last year, I had the opportunity to spend a week at a hobby camp, which was on my bucket list for a long time. Just as I expected, I returned home with beautiful memories.

1. I was told to bring hiking boots, sunglasses, a hat, a camera and allergy medication to the campsite. It sounded fantastic to meet new people and hang out with them around the campfire late at night. It's a pity I didn't take my guitar and a few board games with me.

2. The first thing I tried at the camp was sleeping under the stars. There was an option to stay in a bungalow or a tent. I had my sleeping bag with me, so I preferred sleeping in the open air. Although I was bitten by mosquitos, the experience was well worth it.

3. The camp included a variety of activities such as ceramic art, marbling, wood painting, weaving and various styles of dance as this was the main purpose. I couldn't show off my handicraft skills, but I could do difficult dance moves. There was also a programme for swimming and hiking lovers. I chose the swimming class since I wanted to swim with sea turtles.

4. At the camp, we were served three meals a day, and the food was extremely delicious. What I liked most was picking up fresh fruit and vegetables from the garden. I could even make my own food in the kitchen, which was open to everyone. I'll certainly go back there soon, and I strongly advise everyone to spend some time in this peaceful atmosphere.

2. Read the blog entry again and tick (✓) Yes or No.

	Yes	No
1. Lisa took everything she wanted to the camp.		✓
2. Rather than staying in a bungalow or a tent, she chose to sleep outside.	✓	
3. The camp offered many activities to the participants.	✓	
4. The campers had to prepare their own meals.		✓

WRITING

1. In your notebook, write an email to the camp you want to attend. Answer the following questions in your email.

- Why are you writing the email? Ss' own answers
- What are your interests and abilities? Ss' own answers
- What do you want to learn about the camp? Ss' own answers

VOCABULARY

1. Complete the sentences using the words/expressions below. One is extra.

talented
take up
low-key
way of life
give up (Extra)
pastime

1. Steve wants to keep things _____low-key_____ and create really simple pieces in this project.
2. Paulina is a _____talented_____ young lady who can manage multiple tasks at the same time.
3. After years of working night shifts, sleeping late became a _____way of life_____ for Gabriel.
4. Doing voluntary work is my favourite _____pastime_____. When I help people, I feel delighted.
5. Tim's doctor advised him to _____take up_____ a hobby to relieve his stress.

2. Write the hobbies under the categories they are related to.

volunteering upcycling calligraphy coding
indoor gardening origami podcasting embroidery

technology	eco-friendly	community service	handicrafts
coding	upcycling	volunteering	calligraphy
podcasting	indoor gardening		origami
			embroidery

3. Complete the sentences by choosing from the hobbies in exercise 2.

1. Thilda decorates her walls with _____embroidery_____ frames portraying colourful flowers.
2. Anyone who is into _____coding_____ can take an online programming course and build their own games and apps.
3. We can reduce the use of waste materials and improve our repair skills by _____upcycling_____.
4. I love feeding the animals at the local shelter; _____volunteering_____ is a kind of therapy for me.

4. Fill in the blanks with the hobbies you like.

Ss' own answers

1. I'm keen on _____, but I'm not interested in _____.
2. I'm into _____, yet I don't like _____.
3. I love _____; however, I can't stand _____.
4. I'm gifted in _____, but I'm not good at _____.

5. Match the words and phrases with the correct definitions. One is extra.

c 1. uphill struggle
b 2. to cash in on
e 3. letdown
d 4. to pursue

a) to have a special ability in a specific subject or activity (Extra)
b) to earn money or get another advantage from an event or situation
c) something that takes a lot of physical or mental effort
d) to follow something or a plan
e) something that makes you feel disappointed

LANGUAGE IN USE

1. Complete the following dialogues using *would rather*, *prefer* or *would prefer.*

1. **Sam:** Let's go out tonight.
   June: I ___would rather___ stay home.
2. **Amy:** What does Ellen think about Jack's performance?
   Ted: She ___would prefer___ him to sing more songs.
3. **Ida:** Do you like jazz or classic rock?
   Bob: Neither. I ___prefer___ listening to pop music.
4. **Mia:** Would you like eggs and cheese for breakfast?
   Meg: I'm vegan. I ___would rather___ eat a tofu omelette, thank you.
5. **Eva:** You didn't say a word in the meeting.
   Rue: As I'm a bit shy, I ___prefer/would prefer___ to stay quiet during meetings.
6. **Max:** Shall we have our dinner on the balcony?
   Ana: It's a bit chilly. I ___prefer/would prefer___ to dine in.
7. **Kai:** Do you like writing poetry?
   Rey: Not at all. I ___would rather___ study maths for hours than write poetry.

2. Rewrite the sentences using *can*, *can't*, *could* or *couldn't.*

1. Since the kids weren't capable of setting up a tent, their teachers helped them.
   Since the kids couldn't set up a tent, their teachers helped them.
2. He's completed a two-week scuba diving training, but he's still unable to dive alone.
   He's completed a two-week scuba diving training, but he still can't dive alone.
3. Mina is a brilliant young lady who has the ability to complete difficult tasks easily.
   Mina is a brilliant young lady who can complete difficult tasks easily.
4. He understands every word in Chinese because he has lived there for eight years.
   He can understand every word in Chinese because he has lived there for eight years.
5. The cave was too dark, so the climbers were unable to find their way out easily.
   The cave was too dark, so the climbers couldn't find their way out easily.
6. Albert was able to read and write when he was only four.
   Albert could read and write when he was only four.
7. Following the surgery, Dustin was able to walk again.
   Following the surgery, Dustin could walk again.

3. Fill in the blanks with *can*, *can't*, *could* or *couldn't.*

1. Andy ___could___ speak Italian when he was in Venice, but now he ___can___ only understand.
2. Adele ___could___ climb the highest hills when she was young, but she ___can't___ even walk now.
3. Zac ___can___ compete in races now, but he ___couldn't___ even run fast as a teenager.
4. Sid ___couldn't___ use a computer ten years ago, but today he ___can___ design websites.
5. I ___couldn't___ bake anything before the lockdown, but I ___can___ bake five kinds of bread these days.
6. Sam ___couldn't___ even take a selfie in the past, but he ___can___ take excellent photos now.

LISTENING

3.1

1. Listen to four people talking about their past and present life. Match the speakers (1-4) with the sentences. One is extra.

4 **a)** This person had some difficulties as a result of moving to a new place.

(Extra) **b)** This person's family wanted to move to another city to get richer.

1 **c)** This person's parents started their own business and became really successful.

2 **d)** This person used to live in a green and small place with animals.

3 **e)** This person's family couldn't leave their town because they didn't have enough money.

3.2

2. Listen again and answer the questions.

1. Why did Speaker 1 leave his country? To open a restaurant.
2. How did Speaker 2 feel in the village? Happy.
3. When did Speaker 3 move to the city? Two years ago.
4. Is Speaker 4 planning to return to her hometown after university? No, she isn't.

SPEAKING

1. Read the dialogue and choose the correct sentence.

Rain: Hey, Olivia. What is that on your bed?

Olivia: A box full of memories. I found it in the basement. **(1)** ***I used to store everything when I was a teenager./When I was little, I used to play with boxes.***

Rain: Sounds exciting! Let's check what's inside.

Olivia: Look! This is my diary.

Rain: I can't believe it. **(2)** ***Did you use to like taking photos?/Did you use to keep a diary?***

Olivia: Yes, I did. Oh, here is the photo album my father gave me for my birthday.

Rain: Look at these photos! **(3)** ***You used to be a neat girl in skirts./You used to look like a naughty child.***

Olivia: Perhaps, that's because **(4)** ***my mum used to tell me to look neat/my mum used to make me wear dresses and skirts all the time***, and I didn't have any jeans then.

Rain: That's probably why you have so many pairs of jeans now!

Olivia: I don't know, maybe.

2. Prepare a dialogue in your notebook about your past habits and experiences. Act it out in class.

Ss' own answers

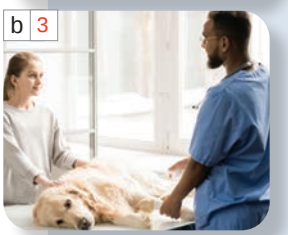
READING

1. Read the story and choose the correct option for each gap.

1.	**a)** cheerful	**b)** stray	**c)** mobile	**4.**	**a)** harm	**b)** treatment	**c)** injury
2.	**a)** thought	**b)** taught	**c)** talked	**5.**	**a)** best	**b)** worst	**c)** perfect
3.	**a)** happy	**b)** good	**c)** sad	**6.**	**a)** Eventually	**b)** Never	**c)** Firstly

a 4

b 3



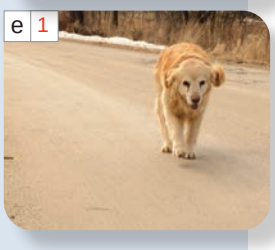
c 5

Juno the Tough Cookie

Juno, a four-year-old Golden Retriever mix, was a **(1)** b dog on the streets of Miami. When she was found and picked up by animal control officers, they **(2)** a she was injured or sick. Yet, she was found to be in perfect health after being examined by the vet. A couple of days later, she met her future owner, Melody, and found her new home. All was well for her owner and Juno until they received the **(3)** c news. One day, Melody noticed some bumps on Juno's neck. They went to the vet and learned that the bumps were cancerous. It turned out that she had lymphoma and without **(4)** b, Juno would only live another month or so. Melody decided to find a way to fight Juno's illness. She took Juno to the animal medical centre where she started chemotherapy treatments with promising results. As the weeks and treatments passed, she was reacting incredibly well to the chemotherapy! The first few days after each treatment were always the **(5)** b for poor Juno. She wouldn't eat as much and would sleep a lot more. **(6)** a, Juno completed her twenty chemo treatments, to everyone's delight! Blessed with a second chance at life, Juno still lives with Melody, and she has a baby now!

d 2

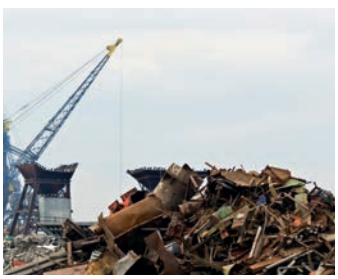
e 1



2. Read the story again and put the photos in the correct order.

WRITING

1. Look at the images below and complete the story.



Andy was a creative sculptor who used to live in a neighbourhood near an industrial area. His childhood was spent in a metal waste, which annoyed him deeply. The waste area was both extremely polluting and unpleasant. One day, he came up with a crazy idea … _____

Ss' own answers

_____

_____

_____

_____.

VOCABULARY

1. Read the sentences and fill in the blanks with the correct words. One is extra.

scholar shelter youth homeless senior
(Extra)

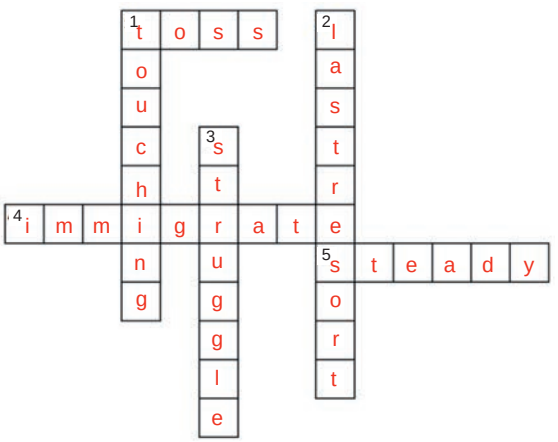
1. Uncle Ted used to be a great football player in his ___youth___. He is still playing, though.

2. When I was a ___scholar___, I had to study really hard to keep my scores high at Oxford. It was so tiring.

3. The first two years of university are usually difficult for new students. A ___senior___ should be a role model for younger students and help them.

4. The organisation is really professional. They supplied food and ___shelter___ to the families who survived the earthquake.

2. a) Do the crossword puzzle.



Down

1. making you feel emotional or sympathetic
2. only choice left after all others have been tried
3. to fight with something difficult

Across

1. to throw something carelessly
4. to move to another country and live there
5. not changing suddenly; regular

b) Fill in the blanks with five of the words in the puzzle. Make necessary changes.

1. After retirement, Jeffrey intends to lead a ___steady___ life in a village.
2. When the plane began to descend, the pilot decided to ___toss___ everything on board to save his life.
3. It was an exciting match; both teams ___struggled___ until the last minute.
4. The patient finally agreed to try the new medication because it was his ___last resort___.
5. In the early 20th century, millions of Europeans ___immigrated___ to the United States.

LANGUAGE IN USE

1. Read the story and choose the correct option.

Yesterday, a young boy **(1) was becoming/became** a hero at his school. Ethan **(2) was sitting/sat** under the massive oak tree during recess when he **(3) was hearing/ heard** a faint meow from above. When he **(4) was looking/looked up**, he realised a kitten. It **(5) stared/ was staring** down helplessly from one of the tree's upper branches. It was a windy day, and whenever the wind blew, the poor cat was struggling to keep hold of the branch. When his classmates **(6) were noticing/ noticed** Ethan, he was climbing a tree. As his classmates **(7) were running/ran** to the school for help, he reached the cat. He struggled to hold on to the branch he stepped on, but it started to crack. The principal phoned 999 right away. Ethan was waiting helplessly with the kitten in his pocket when the firemen **(8) were arriving/arrived**. They quickly put their ladder against the tree and **(9) were taking/took** Ethan and the cat down. The entire school cheered him while Ethan **(10) stepped/was stepping** down the stairs.

2. Complete the questions about Ethan's story below. Use the correct form of the verbs in brackets.

1. Where _was Ethan sitting_ (Ethan/sit) during recess?
2. What _did he see_ (he/see) when he looked up?
3. What _was the cat doing_ (the cat/do) on the tree?
4. Where _was he climbing_ (he/climb) when his classmates spotted him?
5. Who _dialled_ (dial) 999 for help?
6. How _did the firemen rescue_ (the firemen/rescue) Ethan and the kitten?

3. Complete the sentences with the correct form of *used to* and the verbs below. One is extra.

listen	live	like	run	pay	have	be
			(Extra)			

1. My father _didn't use to like_ city life, but he loves it now.
2. I _didn't use to have_ a pet, but I own three cats that I love so much.
3. What kind of music _did_ your parents _use to listen_ to when they were younger?
4. I _didn't use to pay_ for anything when I was living with my parents.
5. My uncle _used to live_ abroad before he got the job in our hometown.
6. Before she started working in shifts, my sister _used to be_ a bookworm.

4. Correct the sentences below. Write the correct words next to the sentences.

E.g. Did she ~~used~~ to go to basketball matches every Saturday? _use_

1. My grandmother ~~use~~ to speak six languages. _used_
2. Jane didn't ~~used~~ to enjoy eating cauliflower, but now she adores it. _use_
3. I ~~not~~ use to participate in tennis tournaments when I was in high school. _didn't_
4. ~~Was~~ Jonathan and his friends use to go fishing in mid-winter? _did_
5. Jenny ~~uses~~ to live in an apartment building when she was a kid. _used_

LISTENING

4.1

1. Listen to Dennis, giving his English class presentation about Christopher Reeve, the best superman of all time. Number the sentences below in the order you hear.

YOU CAN DO ANYTHING
YOU THINK YOU CAN!

Christopher Reeve

[2] **a)** While he was studying at Cornell University, he continued his drama education.
[5] **b)** He did a lot more in his career than playing the iconic superhero.
[1] **c)** He was a hero not just in the movies but also in real life.
[6] **d)** He wrote two autobiographical books, *Still Me* and *Nothing is Impossible*.
[4] **e)** He remained in intensive care for five weeks.
[3] **f)** May 27, 1995 was the day that changed his life forever.

4.2

2. Listen to Dennis again and write true (T), false (F) or not stated (NS). Underline the false parts and correct them.

[T] **1.** Reeve was not only an exceptional actor and director but also an author.
[NS] **2.** He took up acting in his childhood.
[F] **3.** He played the role of Superman twice during his acting career. (four times)
[T] **4.** He was particularly keen on flying planes and horse riding.
[F] **5.** In 1995, he died in a horse-riding accident at the age of 42. (2004 - 52)
[T] **6.** Reeve fought tooth and nail to help people with disabilities.

3. Why was Christopher Reeve a true role model? Give your reasons considering his quote above.

Ss' own answers

SPEAKING

1. Order the lines to make a meaningful dialogue.

[3] I've never heard of her name before. Who was Rosa Parks?
[1] Welcome to the *Amazing History* programme. Mr Nangton, what are we going to talk about today?
[6] She was born in Tuskegee, Alabama in 1913.
[7] What did she do to become a well-known figure?
[2] Hi, Linda! Today, our topic is an extraordinary woman from the recent past, Rosa Parks.
[5] Where was she born?
[8] Well, one day, while she was sitting in the middle of the bus, the bus driver told her to move to the back of the bus to give her seat to a white passenger. Parks refused to give up her seat, and her act led to a civil movement and caused a change in the law.
[4] Well, she was the icon of America's civil rights movement.

2. Search the Net for an important figure in history and prepare a dialogue as in exercise 1.

Ss' own answers

READING

1. Read the text and fill in the blanks using the correct statement. One is extra.

a) she passed away in 2014
b) but her great passion for fine arts never ended
c) she suffered a lot as a child
d) she studied modern dance (Extra)
e) she learnt several languages along the way

MAYA ANGELOU

Maya Angelou was born in 1928 in Missouri. Her parents split up when she was very young, so **(1)**__c__. *At one point, she decided to stop speaking for five years,* **(2)**__b__. *During World War II, Angelou moved to San Francisco, and there she won a scholarship to study dance and acting at the California Labour School. Also, during this time, she became the first black female cable car conductor in San Francisco. Then, she took on a number of different jobs, mainly as a waitress and a cook, to support her family. In the mid-1950s, she performed regularly around San Francisco, singing and dancing to calypso music, as well as touring around Europe. While travelling extensively and living abroad for some time in Cairo and Ghana,* **(3)**__e__. *She wrote memoirs as well as poetry, drama and even cookbooks. As the years went by, she continued to be an inspiring lecturer, and she received many awards and recognition from the world leaders. To many people, her name stands for great courage and a huge appetite for life and expression. Unfortunately* **(4)**__a__.

2. Read the text again and answer the questions.

1. What kind of life did Angelou have as a child?
   She had a hard life as a child.
2. What jobs did she have in her early life?
   She worked as a cable car conductor, a waitress and a cook.
3. What did she do in the mid-1950s?
   She sang and danced to calypso music.
4. Why is she a role model?
   Although she had difficulties in her life, she never gave up and succeeded in life.
5. What did she mean in her quote?
   If you don't take action and try hard, nothing will start working for you.

WRITING

1. Search for a person who had a difficult life but made it good. Then, write a short paragraph about him/her.

Ss' own answers

VOCABULARY

1. Read the mini dialogues and fill in the blanks using the correct word. One is extra.

surgery | air | fortunately | exhausting | recovery | diagnose | regrettably

(Extra)

1. **Harry:** Did you talk to Jason about his mistake?
   David: Yes, I did. He insisted that he was right. ___Regrettably___, there's nothing more we can do to help Jason understand his mistake.
2. **Lisa:** I phoned you yesterday, but you didn't answer my call. I'm worried about your dad.
   Mila: I was sleeping when you called me. Doctors expect him to make a full and speedy ___recovery___. Thank you so much for your consideration.
3. **Mary:** I don't understand why my cat's hair keeps falling out. Do you have any idea?
   Gray: I'm not a vet. I can't ___diagnose___ the cause of your cat's hair loss, but he may be allergic to something. You'd better take him to a clinic.
4. **Pete:** How was your appointment with the doctor?
   Jim: No good news. I have to undergo heart bypass ___surgery___ as soon as possible.
5. **Laura:** What do you think about your new manager?
   Clara: He seems to be a lively character, but his never-ending energy can be quite ___exhausting___ at times.
6. **Tom:** Why don't we go to the stadium to watch the football match?
   Bob: No need, Tom. Channel 21-Z will ___air___ the match live tonight.

2. Fill in the sentences with the given words. Make any necessary changes if necessary. One is extra.

solitude
acquire
fight
accessible
announce
sophisticated (Extra)
release
masterpiece
journalism

1. While everyone was sitting down, Dennis ___announced___ that he was going to publish his own poetry book.
2. I'm a big fan of Dan Brown, whose novels are published in 56 languages around the world. first children's book, *Wild Symphony*, was ___released___ in 2020.
3. The island is only ___accessible___ by boat, so it is usually uncrowded.
4. I ___fought___ tooth and nail to pass my exams and study at my dream school, the University of Barcelona.
5. I wished to work on my novel in ___solitude___, so I moved to a small town by the sea.
6. Simon ___acquired___ a fortune after his grandfather passed away.
7. Writing is always fun for me, so I've decided to study ___journalism___ at university.
8. Without a doubt, the *Mona Lisa* by Leonardo da Vinci is a/an ___masterpiece___.

LANGUAGE IN USE

1. Choose the correct answer.

1. The little girl in the pink dress was crying loudly because she **had lost/was losing** her mother.
2. Mrs Giles **didn't begin/hadn't begun** cleaning until all the guests **left/had left**.
3. Julia **had opened/opened** the present slowly and read the card with a smile on her face.
4. Sam was relieved to hear that he **was passing/had passed** the conservatory entrance exam.
5. We **were sitting/sat** in the garden with Jack when we **were hearing/heard** the explosion.
6. After they **had visited/were visiting** their aunt, they **had gone/went** to the cinema.

2. Join the sentences using the words in brackets.

E.g. Emily saved money. Then, she bought a nice house with a garden. (after)
After Emily had saved money, she bought a nice house with a garden.

1. The boys put on their uniforms. Then, they went to school. (before)
   The boys had put on their uniforms before they went to school.
2. Allan drove to work. He remembered that his briefcase was at home. (while)
   While Allan was driving to work, he remembered that his briefcase was at home.
3. Sue rode her bike. She noticed a tiny kitten under a tree. (when)
   When Sue noticed a tiny kitten under a tree, she was riding her bike.
4. Jill cooked dinner. Her husband made the salad. (while)
   Jill was cooking dinner while her husband was making the salad.
5. My children put away all of their toys. Then, I arrived home. (By the time)
   By the time I arrived home, my children had put away all of their toys.

3. Choose the correct meaning for each sentence.

1. When I got to the cinema, the film had started.
   a) The film started before I arrived. **b)** The film started after I arrived.
2. Mia called last night, but I had already gone to sleep.
   a) Mia called and then I went to sleep. **b)** I went to sleep before Mia called.
3. I had never eaten ravioli until I went to an Italian restaurant last week.
   a) I ate ravioli for the first time last week. **b)** I had eaten ravioli before last week.

4. Use the clues in brackets to complete the sentences.

1. The girl started to cry because she had lost her money. (lose her money)
2. Her friends called Linda to congratulate her because she had won the song contest. (win the song contest)
3. Derin's mother was angry with him because he hadn't tidied his room. (not tidy his room)
4. Tom couldn't read the labels because he had forgotten his glasses. (forget his glasses)
5. I didn't watch the film because I had seen it before. (see it before)

LISTENING

5.1

1. Listen to the dialogue between Barbara and her mum. Write why Barbara is so upset.

Barbara is upset because she didn't follow her mum's advice and failed the history exam.

5.2

2. Listen to the dialogue again and put it into correct order.

[1] **Barbara:** I wish I had followed your advice about the history lesson, Mum.

[8] **Mum:** Barbara, you're not a kid anymore. You are responsible for your own study routine. Maybe, this failure will teach you a lesson for the future. Come on now, don't worry so much.

[5] **Barbara:** Probably! You could have been a little more specific, though! You said nothing, but just "Study day by day."

[3] **Barbara:** I failed the exam. I'm so sad!

[9] **Barbara:** It's easier said than done! Anyway, let's have the salad.

[6] **Mum:** I think that was a good, simple direction. I wish you had followed it.

[4] **Mum:** Oh, Barbara! I knew it. If you had done what I said, you would have been happy.

[7] **Barbara:** Yeah, me too. However, if you had studied with me regularly, I would have passed the exam. You've always been good at history.

[2] **Mum:** What happened? Come on, help me with the salad while telling me.

SPEAKING

1. Answer the following questions for you.

1. if you had saved a lot of money?
   Ss' own answers.
2. if a spaceship had landed in your garden this morning?
   _____.
3. if you had been invisible yesterday?
   _____.
4. if you had had a time machine when you were a kid?
   _____.
5. if your neighbours had been playing loud music last night?
   _____.

READING

1. Read Riley's story and write his four mistakes.

SUGGESTED KEY

1. He forgot about his mother's warnings
2. He accepted his friends' suggestion
3. He let a large group of people come in
4. He used his father's credit card

Riley was at home alone last weekend because his parents were out of town visiting his grandparents. Before leaving the house, his mum warned him not to eat out or invite his friends over. Riley's Friday night was really boring. He ate the meals that his mother had prepared and watched movies until he fell asleep. On Saturday, he went roller-skating in the park where he ran into some of his friends. When he told them he was alone at home, they got really excited and suggested having a barbecue party at Riley's. After a short period of hesitation, Riley thought he'd have a good time with his friends and agreed to do it. He told them that he could accept only a few friends. He went shopping before returning home because he didn't tell his friends to bring food or beverages. Soon after he arrived home, the doorbell rang, and a large group of people came in. Riley was a bit annoyed, but he didn't say anything. The food wasn't enough for them, so he decided to order some more with his dad's credit card. He couldn't imagine it would cost a fortune and make his parents angry. After eating their meals, they danced joyfully in the garden. They were having a great time until he suddenly saw his parents standing in the doorway with furious faces!

2. Read the story again and tick (✓) Yes or No.

	Yes	No
1. If Riley's mum had told him not to invite people over, he wouldn't have had a party.		✓
2. Riley would have refused his friends' offer if he hadn't felt bored.	✓	
3. If there had been a few people at home, Riley wouldn't have ordered extra food.	✓	
4. If Riley's parents had known about the party, he would have left more money.		✓
5. If his parents had enjoyed the party, everybody would have continued to have fun.	✓	

WRITING

1. Write two regrets about the topics below.

E.g. I wish I had learnt to speak more languages.

education	Ss' own answers _____. _____.
family	_____. _____.
friends	_____. _____.

VOCABULARY

1. Fill in the blanks with the following words. One is extra.

go over | come up | turn up | put on | keep (someone) posted

(Extra)

1. **Andy:** What time shall we leave for the ceremony?
   May: No idea. I'm waiting for my parents. I think they will ___turn up___ soon.
2. **Mum:** Don't forget to take your mobile.
   June: Don't worry, Mum. I'll ___keep you posted___ on every moment of my journey.
3. **Bella:** Let's see what we have in hand up to now.
   Rob: Please don't ___go over___ the plans again. I've already checked everything.
4. **Yvonne:** What should I wear tomorrow?
   Inna: Just ___put on___ your black dress. You look gorgeous in it.

2. Complete the questions with the words below. One is extra.

embrace nap questionable regret ramble fulfilling priority

(Extra)

1. What should a person's top ___priority___ in life be; health or finance?
2. Talking nonsense can be really annoying. Do you know anyone in your life who ___rambles___ a lot?
3. Do you believe the statistics are ___questionable___, as I do? Everyone seems to have a different opinion about them.
4. Studies show that midday sleep improves mood and memory. Do you ___nap___ when you get home from school?
5. Doing something we enjoy in our spare time gives us a sense of meaning and purpose in life. What is your most ___fulfilling___ pastime?
6. Accepting our weaknesses and working to improve them is a valuable life skill. Can you easily ___embrace___ your imperfections?

3. Match the common regrets with the statements. One is extra.

1. [c] Lack of social relations
2. [f] Not travelling a lot
3. [d] Having difficulty in asking for help
4. [a] Not expressing feelings/thoughts
5. [e] Worrying too much about others' opinions
6. [g] Not being ambitious about following dreams

a) I can't easily describe my emotions and beliefs.
(Extra) **b)** I can't dedicate time to my hobbies and interests.
c) Making friends is quite difficult for me.
d) I find it quite hard to ask for support from others.
e) I can't help thinking about what people think of me.
f) I don't have the opportunity to see different places.
g) I'm not passionate enough about my goals.

LANGUAGE IN USE

1. Match the sentence halves. One is extra.

c	**1.** If I hadn't forgotten my wallet at home,	**a)**	if she hadn't lent you some of her money.
g	**2.** If I had waited a few days longer,	**b)**	they would have bought a sports car.
a	**3.** Julia would have bought that dress	**c)**	I wouldn't have borrowed any money from Jason.
f	**4.** She would have stayed for dinner	**d)**	if she hadn't lost the receipt.
b	**5.** If the Danolds had afforded it,	**e)**	they would have completed the project earlier. (Extra)
d	**6.** She would have changed the dress	**f)**	if she hadn't promised to meet her father.
		g)	I would have paid less for the jeans.

2. Read the dialogue and choose the correct option.

Harriet: I wish you **(1) could reserve/had reserved** a room at another hotel. Our holiday was a real nightmare.

Victor: You're right. If we **(2) had had/had** more money, I would **(3) have done/do** that for sure.

Harriet: I wish you **(4) told/had told** this before going on holiday. If I **(5) knew/had known** that the hotel was a disaster, I would **(6) have preferred/prefer** to stay at home. My sitting room is more comfortable than that hotel.

Victor: Really? I wish I **(7) had/did**. Anyway, you're sometimes really pessimistic. If you **(8) hadn't stayed/wouldn't stay** in the room for five days, you could **(9) see/have seen** that the hotel wasn't so bad at all.

Harriet: Yes, it was all my fault. Everything was perfect, and I just didn't want to have a good time with you!

Viktor: Oh, Harriet. I wish you **(10) hadn't misunderstood/didn't misunderstand** what I had said.

3. Read what people say in the speech bubbles. Write their statements using *I wish*.

Amy: I wish _____.
Tim: _____.
Joe: _____.
Mel: _____.
Bob: _____.

SUGGESTED KEY

1. **Amy:** I wish I had gone to the party with them
2. **Tim:** I wish I had had enough money to go to New York
3. **Joe:** I wish I had studied harder
4. **Mel:** I wish my team had played better
5. **Bob:** I wish I had called my mum earlier

LISTENING

6.1

1. Listen to Jocelyn talking about her memorable day abroad and tick (✓) the sentences you hear.

- ☑ **a.** I had an amazing time studying in Warsaw.
- ☑ **b.** I should have worn my watch on special days.
- ☐ **c.** The teen girl must have been one of the earth angels.
- ☑ **d.** I reported my loss to a police station next to the bus stop.
- ☐ **e.** My grandma gave me the watch as a present on my 20th birthday.
- ☑ **f.** It must have been my luckiest day.

6.2

2. Listen to Jocelyn again and write true (T), false (F) or not stated (NS).

F **1.** The unforgettable memory of Jocelyn happened in 2005 in Poland.
T **2.** Jocelyn was so happy to study in Warsaw as an Erasmus student.
F **3.** Jocelyn was travelling by train when she lost her priceless watch.
T **4.** She had got off the bus before she realised there was no watch on her wrist.
F **5.** The police said that they could find her watch.
T **6.** Jocelyn felt very lucky and happy when a teenage girl found her watch.
NS **7.** Jocelyn and the teenage girl became good friends ever after.
T **8.** The teen girl who brought the watch back with her had a big heart.

SPEAKING

1. Read the dialogue and complete the missing parts with the sentences below. One is extra.

a) she could have forgotten to take it with her
b) I could have seen her
c) she must have missed the flight
d) she might have gone to bed late (Extra)

Andy: Hi, Alara! I'm at the airport and have been waiting for a long time, but I can't see Emma. I'm sure **(1)** c.

Alara: I don't think so! The plane must have landed early, and she might have left the airport before you got there.

Andy: No, she can't have done it. All the passengers who are getting off had to walk past where I was standing, so **(2)** b.

Alara: Have you tried to call her?

Andy: Yes, but there is no reply. She must have switched off her phone, or **(3)** a.

Alara: Oh, Andy! Hang on. I've just had a text message from her, saying she accidentally took someone else's luggage.

Andy: Thank God, she didn't take the wrong flight.

2. Prepare a dialogue in your notebook about an event as in exercise 1.
Ss' own answers

READING

1. Read the text quickly and answer the questions.

1. Who made one small act of kindness? The woman in the queue.
2. Who was feeling restless? Lisa.

Unexpected Kindness

Little acts of kindness can make other people's lives easier or happier. The impact of such acts is much bigger than you can imagine. When you say hello to a stranger or help someone in need, you make them smile and feel happier, which makes you happy in turn, too. In other words, it's something that makes people open their hearts to others.

"When I was a student, I used to go home every weekend. One Friday afternoon, I was standing in the queue to buy my train ticket. I had left the library a bit late, and my train was already on the platform. Suddenly, the woman in front of me turned and said that I could take her row. She had probably sensed my tension because I had been moving restlessly so much. Anyway, she saved my weekend as I made it home in time for dinner," says Lisa, who is in her early forties now. She has been trying to do some little acts since then.

2. Read the text again and write true (T), false (F) or not stated (NS).

NS **1.** Little acts of kindness provide people with clothing, shoes, furniture, books and toys.
T **2.** You can make people feel happy with some little touches to their lives.
F **3.** Only other people get pleased when you open your heart to them. You gain nothing.
F **4.** Lisa rarely had time to go home at weekends when she was a student.
T **5.** Lisa should have left the library earlier in order not to get stressed.
NS **6.** Lisa left the library a bit late as she had forgotten the time while studying.
T **7.** The woman in the row must have been someone who cared about other people.
F **8.** Lisa could have arrived home in time if someone hadn't helped her.

WRITING

1. What acts of kindness have you witnessed or performed? Write one of your anecdotes.

Ss' own answers

VOCABULARY

1. Read the text and complete the blanks with the words/phrases below. One is extra.

a) big heart | **b)** vendor (Extra) | **c)** act | **d)** got back | **e)** over the moon | **f)** compassionate | **g)** earth angels | **h)** handed | **i)** leave

Two firefighters were waiting in line at a fast food restaurant when the siren sounded on their fire truck parked outside. There must have been a fire somewhere around. As they rushed to **(1)**__i__, two teenagers who had just received their order **(2)**__h__ their food to the firemen. "What a **(3)**__a__ you have!" one of the firefighters said kindly. The two teens **(4)**__d__ in line to reorder. The manager who saw their selfless **(5)**__c__ refused to take their money and thanked them for their **(6)**__f__ hearts. "Today, **(7)**__g__ are here in my restaurant," he shouted with a big smile on his face. Everybody standing in line gave a big applause. It was so clear that the two teens were **(8)**__e__.

2. Read the sayings and write the correct words in the blanks. One is extra.

selflessly | kindness | hug | humanity | unthinkable (Extra) | language

1. Love and compassion are necessities, not luxuries. Without them, __humanity__ cannot survive.
2. Kindness is the __language__ that the deaf can hear and the blind can see.
3. Unexpected __kindness__ is the most powerful and the least costly thing you can give to others.
4. Empathy is like giving someone a psychological __hug__.
5. Be the person that makes others feel special and learn how to live __selflessly__.

3. Read the paragraph and fill the gaps with the given vocabulary. One is extra.

clue | suspect | alibi | come clean | interrogation (Extra)

When someone stole her precious diamond necklace, Mrs Gomez hired a detective to solve the mystery. First, the detective decided to learn their **(1)**__alibi__ and started to question the working staff in the house. He asked where and what they were doing at the time of the theft. Then, he started to examine the house and found a vital **(2)**__clue__ which was a pair of gloves. The fingerprints on the gloves were showing that the real **(3)**__suspect__ was the husband of Mrs Gomez. After long hours of questioning, the husband decided to **(4)**__come clean__ with everyone and tell the truth.

LANGUAGE IN USE

1. Match the sentences 1-3 with their meanings a-c.

b **1.** Mary might have fallen asleep earlier than usual.	**a)** I'm almost certain this happened.
c **2.** Brian couldn't have spoken rudely.	**b)** I feel it's possible that this happened.
a **3.** Lisa must have understood me wrong.	**c)** I'm almost certain this didn't happen.

2. Rewrite the sentences using the word given in brackets.

E.g. I think Bob put my book into his bag. **(could)**
Bob could have put my book into his bag.

1. I'm sure Lisa didn't actually mean what she said. **(couldn't)**
Lisa couldn't have actually meant what she said.

2. I'm sure Tom realised how wrong he was. **(must)**
Tom must have realised how wrong he was.

3. Perhaps my mother was at the hairdresser. **(might)**
My mother might have been at the hairdresser.

4. Lina didn't help her mother clean the house. **(should)**
Lina should have helped her mother clean the house.

5. I think my grandpa ate the cake I baked yesterday. **(could)**
My grandpa could have eaten the cake I baked yesterday.

SUGGESTED KEY

3. Read the situations and express your criticism using *should/shouldn't have*.

E.g. Dan shouted at his friend. What would you say to him?
You shouldn't have shouted at your friend.

1. Bob promised to pick you up at 9:30 a.m., but he arrived late. What would you say to him?
You should have called and told me that you were going to be late.

2. Ira's father bought her a nice gift, but she didn't say a word to him. What would you say to her?
You should have thanked your father for the nice gift.

3. Sam left the waiter a bigger tip than necessary. What would you say to him?
You shouldn't have left the waiter such a big tip.

4. Sue said that she'd lost your book. What would you say to her?
You should have bought me a new one.

5. Your cousin, Joe didn't study enough and failed the exam. What would you say to him?
You should have studied hard for the exam.

4. Match the sentences with the situations.

c **1.** Sheila is looking very happy.	**a)** Her boss can't have been very happy.
d **2.** Oh, no! Where is my car?	**b)** She might have been redecorating his house.
b **3.** Sue has paint stains on her clothes.	**c)** She must have had some good news.
a **4.** Dila arrived at work late yesterday.	**d)** Someone must have stolen it.

LISTENING

7.1

1. Listen to three people talking about the attractions below. Write *Viola*, *Travis* or *Susan* under the photos. One photo is extra.

1 Travis

2 (Extra)

3 Susan

4 Viola

7.2

2. Listen again and write true (T) or false (F).

F **1.** Viola has already booked a room at a luxurious hotel.
T **2.** She would rather visit historical sites than sunbathe all day.
T **3.** The Museum of Troy helps its guests understand the life in ancient times.
F **4.** Travis had difficulty moving around the museum.
T **5.** Sultanahmet Square is surrounded by historical landmarks.
F **6.** Susan finds it hard to get around the square on foot.

SPEAKING

1. Imagine you are going on holiday at one of the attractions above. Take notes about the reasons why you have chosen that place. Then, share your ideas with the class.

Ss' own answers

READING

1. Read the travel flyer below and write a suitable title for it.

Ss' own answers

Safranbolu, a town near Karabük in the Black Sea region of Türkiye, welcomes visitors into its history with mosques, marketplaces, streets and unique houses.

The beautiful Anatolian city was added to the UNESCO World Heritage List in 1994. The city's design dates back to the late 18th century.

There are around 2,000 traditional Turkish houses in the area, with nearly 800 of them legally protected in the rural settlement. These houses are simple structures that have been designed with nature in mind. The houses have high-quality stonework, as well as wood ceilings and walls.

Safranbolu invites you to visit and enjoy its magnificent architecture and warm hospitality.

2. Read the flyer again and tick (✓) the correct statements.

- [x] **1.** Safranbolu is a town in northern Türkiye.
- [x] **2.** It is well-known for its authentic historical houses.
- [ ] **3.** Since the 18th century, the town has been on the World Heritage List.
- [x] **4.** Safranbolu houses were built with respect to nature.
- [ ] **5.** The original houses are mostly made of steel and concrete.

WRITING

1. Imagine you are visiting a tourist destination in Türkiye. Complete the blog post with your own words.

This Ss' own answers. I'm in _____ with _____. We're staying _____. The weather is _____, and I feel _____. Yesterday, _____ _____ _____. Tomorrow, _____ _____ _____. I have already bought _____ and _____ as souvenirs. If you have a chance to visit here, don't forget to _____ _____.

Send

VOCABULARY

1. Complete the sentences with the words/phrases below. Make the necessary changes. One is extra.

acropolis	date back to	remains	cradle of	settlement	landmark	go beyond

(Extra)

1. The world's first town in Çatalhöyük indicates that Türkiye is the ___cradle of___ civilisation.
2. The earliest human ___settlement___ in the region is estimated to be 12,000 years old.
3. Climbing up a hill to see the ancient ___acropolis___ wasn't easy, but it was worth it.
4. Divers can see the ___remains___ of the Lighthouse of Alexandria, which is no longer standing.
5. Cappadocia is well-known for its natural beauty, but it ___goes beyond___ that with its rich history.
6. Göbeklitepe, which ___dates back to___ 10,000 BC, is the world's oldest temple.

2. Find the given words in the puzzle.

S	D	A	R	K	L	T	W	H	E	A	W	X	V	Y	R	H	T
P	O	K	F	W	A	A	Q	Z	E	M	T	Q	X	N	X	Q	H
E	R	S	S	P	F	L	N	N	X	P	K	P	V	Y	Q	B	E
C	I	A	S	J	X	G	M	C	C	H	H	C	I	M	O	O	R
T	C	O	N	S	E	R	V	A	T	I	O	N	N	P	E	N	M
A	T	W	Y	K	B	W	Y	Q	T	T	S	Y	V	H	Q	E	A
C	E	S	Y	T	V	H	T	G	O	H	P	E	A	A	T	W	L
U	M	I	N	F	L	U	E	N	C	E	M	S	S	E	Y	H	B
L	P	F	G	S	Z	S	S	Y	F	A	F	T	I	U	G	I	A
A	L	C	K	G	A	G	O	R	A	T	H	E	O	M	I	T	T
R	E	O	G	P	Z	C	E	E	T	R	G	P	N	W	I	E	H
V	W	V	U	K	W	Q	N	N	Q	E	F	H	E	N	B	O	B

1. AGORA
2. AMPHITHEATRE
3. BONE-WHITE
4. CONSERVATION
5. DORIC TEMPLE
6. INFLUENCE
7. INVASION
8. NYMPHAEUM
9. SPECTACULAR
10. THERMAL BATH

3. Complete the sentences with the words in exercise 1. One word is extra.

1. Our holiday resort is located in a/an ___spectacular___ alpine landscape.
2. Modern building constructions are usually not allowed in ___conservation___ areas.
3. The ___agora___ in Ephesus was one of the world's biggest and most attractive marketplaces.
4. Alexander the Great led a/an ___invasion___ of the Persian Empire with an army of Macedonians and Greek states.
5. Many stadiums have circular seating and an open centre like a Roman ___amphitheatre___.
6. The old castle was isolated from the neighbourhood by ___bone-white___ stone walls.
7. A refreshing ___thermal bath___ was a very famous public place in many cities in ancient Rome.
8. In the chateau's yard, there used to be a/an ___nymphaeum___ with a fountain and marble statues.
9. This lesson focuses on ancient civilizations that had a/an ___influence___ on modern architecture.

LANGUAGE IN USE

1. Choose the correct answer.

1. The archaeologists discovered that some of the remains **were stolen/stole** while moving the museum.
2. The excavations **continued/were continued** until the entire city **unearthed/was unearthed**.
3. Well-preserved fountains **discovered/were discovered** in the ancient thermal bath.
4. The Zeugma Mosaic Museum **attracts/is attracted** thousands of visitors every year.
5. The first Aspendos International Opera and Ballet Festival **was organised/ organised** in Antalya in 1994.
6. The number of local tourists **increases/is increased** when the old houses **restore/are restored**.

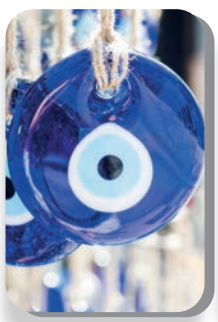
2. Fill in the blanks with the correct form of the verbs in brackets.

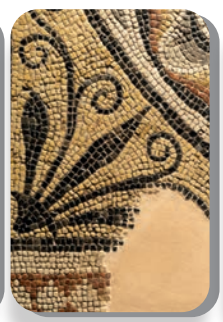
1. The earliest Neolithic paintings ___were discovered___ on the walls of Çatalhöyük in the 1960s. **(discover)**
2. The tulip ___is linked___ with the Netherlands, but Ottoman Empire made it popular all over the world. **(link)**
3. The majority of the world's hazelnuts ___are produced___ in Türkiye. **(produce)**
4. In 2010, İstanbul ___was chosen___ as the European Capital of Culture by the European Union. **(chose)**
5. Turkish tea is usually strong, and it ___is served___ in simple tulip-shaped glasses. **(serve)**

3. Rewrite the sentences below.

E.g. They grow different types of fruit and vegetables in Türkiye.
Different types of fruit and vegetables are grown in Türkiye.

1. Tourists usually buy Turkish tea sets and evil eye beads as souvenirs.
Turkish tea sets and evil eye beads are usually bought as souvenirs by tourists.
2. Ten million foreign tourists visited Antalya last year.
Antalya was visited by 10 million foreign tourists last year.
3. The officials returned the ancient treasures to the Turkish museums.
The ancient treasures were returned to the Turkish museums.
4. The system activates the Museum Pass after your first museum entrance.
The Museum Pass is activated after your first museum entrance.
5. Homer's epic poem, The Iliad, tells the story of the Trojan War.
The story of the Trojan War is told in Homer's epic poem, The Iliad.





LISTENING

8.1

1. Listen to four match presenters giving commentaries on sports events. Match the speakers with the sports they are talking about. One sport is extra.

c Speaker 1
e Speaker 2
d Speaker 3
b Speaker 4

a) volleyball (Extra)
b) water polo
c) tennis
d) basketball
e) football

8.2

2. Listen to the radio presenters again and fill in the blanks with the number of the speakers.

1. Speaker __4__ said that Mia had just been pushed under by the player number four.
2. Speaker __3__ said that Harry had the ball and passed it to Bill.
3. Speaker __1__ said that Rose had gone off the court to get another racquet.
4. Speaker __2__ said that the referee showed Jason a yellow card.

SPEAKING

1. Choose the correct option to complete the mini dialogues.

1. **Greg:** Why does the Wimbledon tournament attract so many people?
   Blaire: _____
   a) It attracts people because it's the most celebrated tennis event in the world.
   b) It attracts people because they can't find tickets to watch the event.

2. **Jason:** What do you know about the route of the world's most famous cycle race?
   David: _____
   a) Each year, it has a different route which ends in Paris.
   b) No, I'm not sure about the route.

3. **Clara:** Do you know how many holes there are on a golf course?
   Andy: _____
   a) Yes, there are some holes on a golf course.
   b) Yes. There are eighteen holes.

4. **Jill:** Have you tried an extreme sport yet?
   Andrea: _____
   a) No, but I'm really looking forward to trying cliff diving.
   b) Yes. My brother tried rafting last year.

5. **Mila:** What do you think about skydiving?
   Terry: _____
   a) I totally disagree with you.
   b) In my opinion, it's too risky to try.

6. **Matt:** Do you know anything about kiteboarding?
   John: _____
   a) No. I'm afraid I can't try kiteboarding.
   b) No. I've never heard about it.

READING

1. Read what Dennis Kurt, an Ironman triathlete, says about his amazing experience and complete the blanks with the sentences below. One is extra.

a) Some people take up fishing and volunteering when they retire
b) Most of them said that they had all done triathlons before
c) Nobody was enjoying what was going on (Extra)
d) There was a big problem of learning how to swim freestyle

FIST PUMP

I finished my first Ironman race at 60, and it all started with a New Year's resolution. I decided to sign up for a triathlon as the calendar flipped from 2019 to 2020. I was also set to turn 60 in a few days' time, and this decision would be like a birthday present to me. I was keen on cycling and hiking in my teenage years, but I was always busy with work and family. In fact, I hadn't done any sort of racing since the ninth grade, but I knew my competitive spirit was buried deep inside of me. **(1)**_d_. The last time I took a lesson, I was probably eight years old. I signed up for lessons, and in a few weeks, I felt more comfortable with my breathing. I began to follow a training schedule I found online and started riding my bike up to 30 miles every day. When the race day came, feeling prepared and nervous, I took comfort in meeting several men around my age. **(2)**_b_. I stayed focused on the finish during the run, swim and bike. When I crossed the line, I celebrated it with a fist pump. That moment is unforgettable. It's something I've never imagined doing, and now I'm here more competitive than ever. **(3)**_a_. I am so happy I chose a completely different hobby as a retired English teacher. I know it was my first but not last Ironman experience. I tell people that they can one hundred percent become an athlete later in life. No question, it is hard work, but you will be surprised at how far you've come.

2. Read the text again and write true (T) or false (F) next to the statements.

[T] **1.** As a ninth grader, Dennis Kurt participated in a race.
[F] **2.** Dennis Kurt has been an unadventurous person.
[T] **3.** He did his best to be prepared for the race.
[F] **4.** His Ironman experience made him disappointed.
[F] **5.** As a retired English teacher, Mr Kurt picked up an ordinary hobby.

WRITING

1. Write a short summary of Mr Kurt's first Ironman experience reporting what he says.

Ss' own answers

VOCABULARY

1. Fill in the blanks with the words or phrases below. One is extra.

show off	accomplish	life-enhancing	no pain, no gain	adrenaline junkie	lecturer (Extra)	glimpse

1. My sister says I have no talents in extreme sports, but I'm a bit of a/an adrenaline junkie.
2. Fiona loves to show off, trying to make a really big impression.
3. I've been to the gym five times this week. All my muscles ache, but you know what they say, no pain,no gain!
4. People between the ages of 30 and 60 who have participated in extreme sports say that the experience is life-enhancing.
5. I caught a/an glimpse of her through the window as her scooter sped past.
6. Dennis said he was so sure to accomplish whatever he aimed for.

2. a) Order the given letters to form the correct word/phrase. Then, chose the right letter to find the hidden message.

a) EAIMNEN

W	E	L	L	–	M	A	I	N	T	A	I	N	E	D
					5									

b) ERSH

H	A	R	N	E	S	S
		3			7	

c) EPO

D	E	P	L	O	Y
	6	8		9	

d) EEARAALCELT

A	C	C	E	L	E	R	A	T	E	D		F	R	E	E	F	A	L	L
					1				11										

e) NSEA

K	N	E	E		P	A	D	S
		4						12

f) TEELR

A	L	T	I	M	E	T	E	R
		2						10

E	X	T	R	E	M	E		S	P	O	R	T	S
1		2	3	4	5	6		7	8	9	10	11	12

b) Fill in the blanks using the words/phrases in the puzzle.

1. It's important to choose e that fit properly. If they're small, they may restrict your movement. If they're big, they may slip and not protect you.
2. The trainer said that the parachute failed to c accordingly during the jump.
3. The d skydiving instruction is much more detailed than a tandem skydive because you are in charge. You must be well-trained.
4. A/An f is a device that measures the height above the ground.
5. Sheila stated that she was astonished to find nice streets and a houses in the city.
6. Mike was amazed as he was suspended in the air by the straps of his b.

LANGUAGE IN USE

1. Rewrite the sentences using reported speech.

E.g. Miranda: "I really want to try paragliding this summer."
Miranda says that she really wants to try paragliding this summer.

1. Ethan: "Mary is aiming at a sports scholarship next year."
Ethan says that Mary is aiming at a sports scholarship the next year.
2. Ian: "You can enjoy all the water sports or just lie on the beach."
Ian says that I can enjoy all the water sports or just lie on the beach.
3. Mila: "My father has led a busy life engaging in a number of extreme sports."
Mila says that her father has led a busy life engaging in a number of extreme sports.
4. Daisy: "The river in our town is the setting for a number of extreme sports, including rafting."
Daisy says that the river in their town is the setting for the number of extreme sports, including rafting.
5. John: "My brother and I are into watching extreme sports, but we haven't tried any yet."
John says that his brother and he are into watching extreme sports, but they haven't tried any yet.
6. Sue: "I can't hide the joy on my face when I'm on my motorbike."
Sue says she can't hide the joy on her face when she's on her motorbike.

2. Complete the sentences with *say* or *tell* using the correct form.

1. The ski instructors ___tell___ the beginners to strengthen their leg muscles before skiing.
2. My father ___tells___ me that most scuba divers have a fantastic, positive attitude.
3. The surfer ___says___ that surfing allows you to enjoy the water atop a board.
4. The players ___say___ that tennis is a good sport for maintaining health, fitness, strength and agility.
5. The PE teacher ___tells___ the students that basketball and football both involve physical power, but they also differ in many other ways.
6. Bob ___says___ to me that football is the most popular sport in the world.

3. Rewrite the sentences using reported speech.

E.g. "The objective is to win with all the team, personal records are secondary." ***Lionel Messi***
Lionel Messi said that the objective was to win with all the team, personal records were secondary.

1. "You don't stop running because you get old, you get old because you stop running." ***Chris McDougall***
C. McDougall said that we didn't stop running because we got old, we got old because we stopped running.
2. "I see football as an art and all the players are artists." ***Cristiano Ronaldo***
C. Ronaldo said that he saw football as an art and all the players were artists.
3. "It feels amazing to inspire little kids to want to do gymnastics and have fun with it." ***Simone Biles***
S. Biles said that it felt amazing to inspire little kids to want to do gymnastics and have fun with it.
4. "Other golfers may outplay me from time to time, but they'll never outwork me." ***Tiger Woods***
T. Woods said that other golfers might outplay him from time to time, but they would never outwork him.
5. "My passion for surfing was greater than my fear of sharks." ***Bethany Hamilton***
B. Hamilton said that her passion for surfing had been greater than her fear of sharks.
6. "I'm one of these people who likes adrenaline and new things like extreme sports." ***Gisele Bundchen***
G. Bundchen said that she was one of those people who liked adrenaline and new things like extreme sports.

LISTENING

9.1

1. Listen to Catherine talking about her best friend and complete the table with the information you hear.

1. The city Julie lives in is…	Dublin.
2. Her flat is…	small but comfortable.
3. Her flatmates are from…	Monaco.
4. Catherine and Julie went for walks…	in a park near her flat.
5. They dined at some of…	the local restaurants.

9.2

2. Listen again and answer the questions.

1. Who is Catherine's best friend?
   Her daughter, Julie.
2. What does Julie do in Dublin?
   She is a university student.
3. What did they see at the museum?
   They saw amazing artworks.
4. What did Catherine like about the cinema?
   She liked the historical building.

SPEAKING

1. Add details to the story to make it more interesting. Then, share it with the class.

My grandma and I used to make tiny wooden toys as a hobby. One day, she said that we should sell them at the local flea market. We needed to pay a fee to rent a table there. We continued making our toys at our table. While an entrepreneur was visiting the market, he saw us making our toys. He offered to open a handmade toyshop. He was going to finance the business, and we were going to run the shop. A few months later, we were selling our toys in the shop. Our toys became really popular, and we earned some money.

My grandma, who is 70, and I used to make tiny wooden toys as a hobby. Ss' own answers

READING

1. Read the text and choose the proverb that best reflects the friendship described in it.

a) A friend means well even if s/he hurts you.

b) A friend in need is a friend indeed.

c) A false friend is worse than a real enemy.

A FRIEND INDEED

When I was a teenager, I was always curious about what made someone a true friend. To be honest, I found out the answer when I met Laura, my best friend of 30 years now. I'll never forget the day I met her. I was busy preparing for a fundraising event at my school and was going crazy with the tasks. It was extremely important to me because we were going to raise money for street animals. There were too many things to do, and I was running from place to place to get everything done. My teacher told me that I had to add some more activities to the list just before the event. I tried to call some of my classmates to ask for help, but they were all busy. At that moment, Laura, with whom I just had a few words before, suggested helping me with the activities. She was like an angel. We made a to-do list together and worked like bees to complete the tasks. We even stayed up late the night before the event to make sure everything was in order. Thanks to Laura, I was able to arrange everything, and we raised a large sum of money. Following the event, Laura and I became best friends. We were always there for each other when we needed support. We went to the same university and shared a flat for several years. Now, we live in different cities, but we always find time to visit each other. I consider myself extremely lucky to have met a true friend.

2. Read the text again and write true (T) or false (F).

F **1.** The narrator and Laura have been good friends since their childhood.

F **2.** They were organising an event to earn some money.

T **3.** The only person who helped the narrator with the tasks was Laura.

T **4.** They became roommates at college.

F **5.** They have the chance to see each other every new day.

WRITING

1. Write a paragraph about how you met your best friend including the points below.

- when, where and how you met
- what makes him/her special
- what you like doing together
- how you feel about this friendship

Ss' own answers

VOCABULARY

1. Match the fundraising activities with the statements. One is extra.

(Extra)

a) Scavenger hunt | **b)** Yard sale | **c)** Battle of the Bands | **d)** Board game tournament

e) Art show | **f)** Bake sale | **g)** Creating a T-shirt

b **1.** Selling second-hand items in your garden is a good way of making money.
f **2.** The participants of this sweet event tasted a variety of pastries.
c **3.** I voted for my favourite performers, and luckily they won.
g **4.** We held a day-long meeting to decide on the style and colour.
a **5.** My team got the prize because we found most of the items on the list.
e **6.** If you want to see the paintings, you need to purchase a ticket for the event.

2. Complete the sentences with the following phrases. One is extra.

(Extra)

pay a fee | display artwork | hold a fundraiser | have a soft spot for | make a donation | raise money

1. At the end of the event, we were able to ___raise___ enough ___money___ to build a gym for disabled children.
2. Following the disaster, millions of hearts united to ___make a donation___ to the flood victims.
3. You don't have to ___pay a fee___ to enter the concert area. Everything is free during the festival.
4. Susan is so talented that three galleries have asked her to ___display___ her ___artwork___ this year.
5. Since I ___have a soft spot for___ my old friends, I never skip high school reunions.

3. Match the words in bold with their synonyms below. One is extra.

(Extra)

a) treadmill | **b)** co-founder | **c)** notable | **d)** surgeon | **e)** perspective | **f)** mastermind

c **1.** Several **well-known** scientists are studying the dangers of heavy breathing.
e **2.** Sometimes you need to take a step back and see the things from a different **angle**.
f **3.** The **genius** behind the successful operation was an experienced surgeon.
a **4.** No matter how long you exercise on a **running machine**, you can't make up for eating pizza every day.
b **5.** Margaret was a **founding member** and the former editor of the online magazine *Contemporaneous*.

4. Choose the correct word.

1. A **conservative/visionary** person is someone who has a clear picture of the future in their mind.
2. A **humble/selfish** person is someone who is modest and appreciates the little things in life.
3. A **careless/diligent** person is someone who works carefully and effectively.
4. A **disinterested/passionate** person is someone who has powerful thoughts and beliefs about an ideal.
5. A **devoted/disloyal** person is someone who is very faithful and fully concentrated on a particular topic.

LANGUAGE IN USE

1. Read the text and choose the correct option.

BUT FOR ALL TIME

William Shakespeare was an English poet, playwright and actor **(1) who/where** was born in 1564 in Stratford-upon-Avon. His first work, Venus and Adonis (1593) was published in London, **(2) where/who** he went to pursue a career. He married a lady **(3) which/whose** name was Anne Hathaway. They had three children. He worked with a company of actors during his career, **(4) which/whose** was called The King's Men. During his time with the company, Shakespeare wrote many of his most famous tragedies, including King Lear and Macbeth, **(5) who/which** are regarded as literary classics today. There are currently no known original copies of Shakespeare's plays. We have half of the plays thanks to the efforts of a group of actors **(6) where/who** are from the Shakespeare's Company. They gathered the writings and published them in the First Folio. Throughout his lifetime, Shakespeare introduced 1,700 new terms to the English language, many of **(7) which/whose** are still in use today. These terms include *road*, *lonely*, *control* and many more.

2. Match a line in A with a line in B. One is extra.

A	B
1. He wants to be a successful director	4 **a)** when my friends gave me a surprise party.
2. I prefer going to shopping malls	(Extra) **b)** which is famous for its desserts.
3. You should come and see the puppy	1 **c)** whose films are admired by millions.
4. I'll never forget my 16th birthday	3 **d)** that is only two weeks old.
5. The company is looking for a secretary	6 **e)** which will be used to improve the library.
6. The parents have donated £2,000,	2 **f)** where there's always free parking.
	5 **g)** who can speak at least two languages.

3. Combine the sentences using *who*, *which*, *when*, *where* or *whose*. Add commas where necessary.

E.g. My brother lives in Paris. He is going to graduate from university this year.
My brother who lives in Paris is going to graduate from university this year.

1. Şirince is a lovely historical village. It is located 12 km from Ephesus.
Şirince, which is located 12 km from Ephesus, is a lovely historical village.

2. Özlem Türeci and Uğur Şahin are visionary scientists. They invented the COVID-19 vaccine.
Özlem Türeci and Uğur Şahin, who invented the COVID-19 vaccine, are visionary scientists.

3. Mete Gazoz started archery at the age of 11. His achievement at the Olympics made us proud.
Mete Gazoz, whose achievement at the Tokyo 2020 Olympics made us proud, started archery at the age of 11

4. Şanlıurfa is situated in the southeast of Türkiye. We visited Göbeklitepe there.
Şanlıurfa, where we visited Göbeklitepe, is situated in the southeast of Türkiye.

5. May is a busy month in my hometown. We have so many cultural events then.
May, when we have so many cultural events, is a busy month in my hometown.

LISTENING

10.1

1. Listen to the dialogue between Alya and James. Write what the dialogue is about.

Dan is giving some social etiquette tips to Alya before her visit to Britain.

10.2

2. Listen again. Write true (T) or false (F).

T **1.** Shaking hands is a very acceptable behaviour in Britain.
F **2.** It's considered polite to greet people by kissing on the cheek.
T **3.** Put a distance between yourself and the other person while talking.
F **4.** British people like to raise their voices in public.
T **5.** British people tend to be less demonstrative compared to some other nationalities.

3. Write the customs and traditions that also exist in your country.

Ss' own answers.

SPEAKING

1. Choose the correct option to complete the mini dialogues.

1. Beth: Do you think values and norms reflect the identity of a society?
Clara: _____
a) Absolutely, yes. They're the expressions of our lives.
b) I think so, too. Values and norms are important issues in a society.

2. Ian: What do you value most in a relationship?
Joe: _____
a) I believe that honesty and trust are the most important values.
b) I'm afraid I don't agree with you because I value honesty more than love.

3. Mary: I think kindness and tolerance are the key words in life.
Bill: _____
a) I don't think I'm totally right.
b) Maybe you're right, but in my opinion, love comes first.

4. Kim: In my opinion, Sarah will experience culture shock when she goes to Japan.
Amy: _____
a) I don't agree with you. She's doing her best to learn the culture there.
b) I agree with you. She shouldn't go to Japan.

5. Bruce: What do you think about Sufi scholar Rumi's seven principles?
Chris: _____
a) One of the principles says in generosity and helping others be like the river.
b) I personally feel that they offer timeless and universal messages to humanity.

6. Rue: Practising good social manners not only helps you build lifelong relationships but also helps you create fruitful opportunities.
Jill: _____
a) I'm not so sure. Nowadays, teens are getting away from social etiquette.
b) I totally agree with you. Social etiquette influences how others perceive and treat you.

READING

1. Read the text and complete the blanks with the correct sentences. One is extra.

a) The ties and relationships between family and community are important
b) There are no timetables
c) There are many centenarians leading healthy lives (Extra)
d) In other words, they do the things they enjoy

SHINY HAPPY PEOPLE

Okinawa is a group of Japanese islands between Japan and Taiwan. People living there feel less stress than those living anywhere else in Japan because of "Okinawan mindset". Locals live with an open mind and a tendency not to get too stuck in the unnecessary details of a situation. Nobody is in a hurry. (1) b . People go to the beach every day to watch the spectacular sunsets. In Okinawa, there is always time to watch the sunset. This mindset has a positive effect on health.

Okinawans manage to stay healthy by eating a low-calorie diet that is mainly based on fruit and vegetables. They also keep physically active by dancing, doing martial arts, walking and gardening. (2) d .

A strong sense of community is seen across Okinawa's 160 islands. (3) a . Participation rates in local events and social activities are high, and such bonds of support for each other are referred to as the "Yuimaru spirit". This sense of community is also reflected in the Okinawan saying "Ichariba choodee" which means that "once you meet, you are siblings forever".

2. Read the text again and write true (T), false (F) or not stated (NS).

T **1.** Japan and Taiwan are close to Okinawa.
NS **2.** Okinawans have the highest life expectancy of anywhere on Earth.
T **3.** They always take necessary things into consideration.
F **4.** People in Okinawa are used to being in a rush.
NS **5.** Their activities are just for teens and adults.
F **6.** In the Yuimaru spirit, living in solitude is highly appreciated.

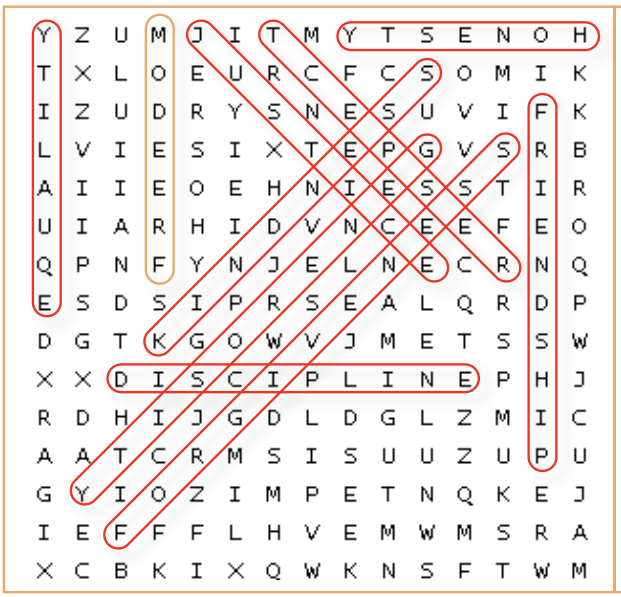
WRITING

1. Search for a different culture and write a mini paragraph about their social values.

Ss' own answers

VOCABULARY

1. Find the given words in the puzzle.



Y	Z	U	M	J	I	T	M	Y	T	S	E	N	O	H
T	X	L	O	E	U	R	C	F	C	S	O	M	I	K
I	Z	U	D	R	Y	S	N	E	S	U	V	I	F	K
L	V	I	E	S	I	X	T	E	P	G	V	S	R	B
A	I	I	E	O	E	H	N	I	E	S	S	T	I	R
U	I	A	R	H	I	D	V	N	C	E	E	F	E	O
Q	P	N	F	Y	N	J	E	L	N	E	C	R	N	Q
E	S	D	S	I	P	R	S	E	A	L	Q	R	D	P
D	G	T	K	G	O	W	V	J	M	E	T	S	S	W
X	X	D	I	S	C	I	P	L	I	N	E	P	H	J
R	D	H	I	J	G	D	L	D	G	L	Z	M	I	C
A	A	T	C	R	M	S	I	S	U	U	Z	U	P	U
G	Y	I	O	Z	I	M	P	E	T	N	Q	K	E	J
I	E	F	F	F	L	H	V	E	M	W	M	S	R	A
X	C	B	K	I	X	Q	W	K	N	S	F	T	W	M

- ~~freedom~~
- generosity
- friendship
- equality
- forgiveness
- respect
- justice
- kindness
- honesty
- discipline

2. Complete the blanks with the given words. One is extra.

liberating | similarities | culture shock | differences | commuters | impact | opportunity

(Extra)

1. Although there are many ___differences___ between cultures, lots of sayings and proverbs are similar.
2. If you are currently on a study exchange, it is incredibly common to experience ___culture shock___.
3. Audiobooks are a common form of entertainment used by ___commuters___.
4. Living in an entirely new culture is a ___liberating___ experience.
5. By learning a new language, you gain ___opportunity___ to think differently.
6. The beauty of the world lies in differences, not in ___similarities___.

3. Read the sentences and <u>underline</u> the correct word.

When Emily moved to Paris from the States, she felt quite uncomfortable due to being in an unfamiliar culture. She had a real difficulty in the beginning because the **(1)<u>customs</u>/hospitable** were very different in French people's life. Thanks to her friends at work, it didn't take a long time to understand the social **(2)compassion/<u>values</u>** and **(3)<u>norms</u>/environment** there. According to the French people **(4)diversity/<u>etiquette</u>**, no matter who you speak to, it's an unwritten law that you begin with the magic words "Bonjour" and "Bonsoir". Also, French people feel good if you greet them with these words.

LANGUAGE IN USE

1. Choose the correct option to complete the blanks.

1. My grandma advised me to realise that _____ happiness _____ joy comes from materialistic things and added that money wasn't the key to happiness.
   a) not only/but also **b)** neither/nor

2. The Turkish are _____ hospitable _____ helpful people. They also have strong family ties.
   a) either/or **b)** both/and

3. Perfect teachers use _____ empathy _____ compassion to touch softly on their students' hearts.
   a) not only/but also **b)** neither/nor

4. If you want to have a healthy relationship with your friends, _____ show kindness _____ have tolerance.
   a) neither/nor **b)** either/or

5. Rumi said that we should be honest _____ to other people _____ to ourselves.
   a) not only/but also **b)** either/or

2. Underline the correct option.

1. Neither John nor Barbara **is/are** aware of the cultural norms. Someone must inform them.
2. Both loyalty and honesty **is/are** essential in a true long-term friendship.
3. Both Maria and her parents **has/have** tolerance for people around them.
4. Either kindness or respect among people **is/are** a must in social life.
5. Not only love but also trust **make/makes** a marriage long lasting.

3. Join the sentences using the expressions given in brackets.

E.g. If you want to live in a foreign country, you must respect their cultural norms and try to learn them. **(not only/but also)**
If you want to live in a foreign country, you must not only respect its cultural norms but also try to learn them.

1. The Germans and the English don't like being late for their appointments. **(neither … nor)**
   Neither the Germans nor the English like being late for their appointments.
2. A real friend supports you. Also, s/he respects you. **(not only … but also)**
   A real friend not only supports but also respects you.
3. Bora needs to learn Spanish or English if he wants to live in Mexico. **(either … or)**
   Bora needs to learn either Spanish or English if he wants to live in Mexico.
4. Parents and teachers should do their best to raise responsible teenagers. **(both … and)**
   Both parents and teachers should do their best to raise responsible teenagers.

THEME 1 FUTURE JOBS

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 1.1, 1.2)

Presenter: Hello and welcome to *Your Career, Your Future* programme. I'm Doris Goldwing, and today, we are at one of the top restaurants in the world, Loma, with the youngest intern in the kitchen, Lata Chakri. Well, Lata, let's start with your background.

Lata: I'm a culinary student at the Institute of Hotel Management in Bangalore. We are supposed to do two internships in a year, and I decided to apply for the kitchen to gain some hands-on experience.

Presenter: You were accepted into this kitchen as the youngest intern. How did you manage it?

Lata: Well, my father did his internship with a legendary chef of its time, and my brother is a true Italian chef. I had an opportunity to intern under him for six months in Mumbai.

Presenter: Wow, cooking is really in your DNA, right?

Lata: Yes, exactly. I felt a lot more confident after I got a six-month internship under my belt. Then, I dared to apply straight to Loma and got selected after a series of email interviews for their three-month internship.

Presenter: How is your working atmosphere? Would you like to talk about this place?

Lata: Of course! I was quite nervous in the beginning due to the intercontinental travel from India to Denmark. Now, I really feel like I'm at home.

Presenter: How nice! And what would you tell us about the working conditions?

Lata: To be honest, work is really tough. We start at 7 a.m. and work till midnight with a couple of short breaks. We work five days a week. They don't pay any stipend or offer free stays, but my chef brother has helped me understand the fact that this is the life of a passionate chef.

Presenter: Great! And what are you training in?

Lata: There are different sections of the kitchen with different chefs, and I'm learning New Nordic cuisine with the influence of molecular gastronomy. This is a combination of traditional local cuisine with modern science. The molecular technique of creating foam and spheres is just my cup of tea. I've always dreamed of creating mesmerising dishes.

Presenter: Wow, it's amazing, and the last question Lata, what are your future plans?

Lata: Well, I'm planning to do further studies in molecular cuisine and specialise more in the professional modernist kitchen. Therefore, I'm going to attend a course at the Institute of Paul Bocuse next summer. When I gain enough experience, I'll come back to Bangalore, my hometown and open my restaurant where I create new dishes with the harmony of different cultures.

STUDENT'S BOOK LISTENING SCRIPT (TRACK 1.3)

Mary: Good afternoon! This is Mary Wilson.

Secretary: Hello, Ms Wilson. How may I help you?

Mary: I'd like to make an appointment to see the executive manager.

Secretary: Can you tell me what it's regarding?

Mary: Sure, it's about our business trip to San Francisco.

Secretary: When would you like to see him?

Mary: Oh, it is a bit urgent. Can it be possible, tomorrow or Wednesday?

Secretary: Let me check his agenda. Wednesday morning seems convenient. What about 11 o'clock?

Mary: It's great. So, Wednesday morning at 11 a.m., right?

Secretary: Exactly! On the 7th of May, at 11 a.m.

Mary: Thank you! Have a nice day!

WORKBOOK LISTENING SCRIPT (TRACKS 1.1, 1.2, 1.3)

Host: Welcome to our very own radio station, *Highflyers*, run by the teens. I'm the host, Wise Owl. Today's topic is "Choose your job, choose your future!" And our guest is Heather May, a UX designer. We're gonna learn the answer to the big question: What does a UX designer do? It is our great pleasure and honour to host you here on our school radio, Ms May.

Ms May: I am very pleased and delighted to be here amongst you, Mr Wise Owl. I'll start answering your questions by defining UX, which stands for 'user experience'. UX design is a design process whose only aim is to create a system which offers a great experience to its users. In other words, it combines the interaction between the users like you and everyday products and services such as apps, websites and even coffee machines. UX design is also a combination of design, technology, market research and psychology.

Host: Let's return to the original question: What exactly does a UX designer do?

Ms May: Well, a UX designer humanizes technology. What I mean is that you will make things easier for humans. If you want to have a career as a UX designer, you will make products and technology usable, enjoyable and accessible to people. You will always consider what's best for the user and the overall user experience. Have you ever left a website which wants you to fill out a very long form?

Host: Sure. I've had such bad experiences which make me quite nervous.

Ms May: So, UX design enables you to complete your desired tasks with minimum effort.

Host: What skills do we need if we want to be a successful UX designer?

Ms May: You need to have technical and design skills as well as essential soft skills like empathy, adaptability, good communication and problem-solving. Analytical and reasoning skills are really helpful.

Host: And the last question, Ms May. What degree do we need to become a UX designer?

Ms May: You need to have a bachelor's degree in a technology-related area which deals with websites and applications. And your primary goal is to create a delightful user experience.

Host: Thank you so much for your very useful information, Ms May. Our next guess is an animal behaviourist…

THEME 2 HOBBIES AND SKILLS

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 2.1, 2.2)

Adam: Good evening, everyone. Welcome to *My Hobbies, My Life*.
Zoe: Hello, it's nice to be here.
Lina: How wonderful to see you again!
Marc: Hi, guys. It will be a nice chat, ha!
Adam: I know how creative you three are, and I must confess that I really admire what you do. Let's start with you, Marc.
Marc: Yeah, I've always enjoyed making new things. Designing clothes on my computer was my hobby, but I soon realised that I preferred making real products. However, I did not want to use too many materials. That's why I started watching upcycling videos about how to reuse old products in new forms. During this time, everything in my house turned into a work of art. Well, you know the rest of the story; I formed a fantastic team to find more creative ways to upcycle old things. My hobby has become a voluntary project. We love reshaping things and selling them on social media to help people in need.
Adam: Thank you, Marc. It's so nice to see your passion for helping others. What about you, Zoe? How did you start designing such beautiful embroidery patterns?
Zoe: During the pandemic, the lockdown forced me to keep my life low-key. However, I had difficulty in managing my time. I was constantly working and attending online meetings, so I forgot to relax and enjoy the moment most of the time. That's when I discovered embroidery. I've always been good at using my hands to make things, and embroidery is like meditation for me. In the last two years, I've embroidered a variety of clothing and accessories. Thankfully, my friends encouraged me to share my embroidery talent with others. Next week, I'll have my third exhibition, in which I'll also show my calligraphic works. By the way, you're all invited.
Adam: Oh, thank you. I'd love that. I went to the opening of your first exhibition. I advise everyone to see your artwork. Well, now it's your turn to tell us about your hobbies, Lina.
Lina: Well, I'm an engineer and I'm into a wide range of leisure activities. Cooking is something I enjoy doing but not just for myself. I took up cooking classes and even joined a pastry workshop with my friends. I also like playing musical instruments. For me, it's a way of life. Learning to play a new instrument is my favourite pastime. I could play the guitar and piano when I was only 10. Now, I can play the drums and the violin, too. I perform at live music events at a restaurant and, of course, assist the chef in the kitchen.
Adam: Well, thanks for joining our programme. You're all talented in different areas, and I suppose it's high time for me to take up a hobby.

STUDENT'S BOOK LISTENING SCRIPT (TRACK 2.3)

Zara: Hey, Wilson. What are you doing here?
Wilson: I'm preparing some mud. Pottery is my new hobby. I love making new vases, bowls and plates. It helps me get rid of the stress of work.
Zara: How do you make time for it? I thought you were too busy.
Wilson: Well, I'm trying to spend more time on leisure activities. It's so relaxing, you know. Do you have a hobby?
Zara: Of course, I do. I prefer spending time outdoors, and I usually go hiking in the nearby hills. I enjoy being outside in the fresh air.
Wilson: It must be challenging, too. Do you go hiking alone or with someone?
Zara: I'd rather hike with a group, so I'm a member of a local hiking club. You can join us if you like.
Wilson: I'd love that. Why don't you paint these bowls while I'm making the new ones?
Zara: Oh, I've always wanted to do that. Now, pottery is my new hobby!

WORKBOOK LISTENING SCRIPT (TRACKS 2.1, 2.2)

Dialogue 1

Andy: I'm thinking of taking up a new hobby. I have some free time this year to get involved with different things.
Jessica: Great. What do you have in mind?
Andy: Actually, I enjoy doing crafts, so it may be something related to that. Do you have any suggestions for me?
Jessica: Oh, I know a girl who is into candle making. You can create your own candles with different aromas, colours and forms. Would you be interested in giving it a shot?
Andy: Really? I'm really keen on different types of candles! You must introduce me to her as soon as possible!

Dialogue 2

Debbie: I'm so tired of doing the same things over and over. I wish I could have a useful hobby!
William: What do you mean by useful? You already have a lot of hobbies.
Debbie: To be honest, a hobby that will make me money in the future is better than the one that is just for fun. For example, carpentry.
William: I think I understand what you mean. However, I would rather do something creative than a work-like hobby. You know me, I'm good at artistic and creative work.
Debbie: So, you can help me design wooden objects, and I can make them. We may even start a small business in the future!
William: OK! Fair enough.

Dialogue 3

Ryan: Everyone around me is talking about picking up a new hobby these days. Unfortunately, I don't have time to deal with anything at the moment.
Ela: I definitely understand you as we're in the same boat. Perhaps we can try something that won't take too much time.
Ryan: Give me an example, please.
Ela: What about cooking?
Ryan: Oh, no! It may be my brother's favourite pastime, but I'm not into it.
Ela: Is it because you don't like spending time in the kitchen?
Ryan: Certainly not! I just prefer tasting meals instead of cooking.

THEME 3 HARD TIMES

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 3.1, 3.2)

Podcast Host: Our next guest on this episode of *Cyber Inspire* is Ida Stanton. She is an amazing young lady who has worked through all of life's difficulties and achieved her goals. She's a senior at Ohio State University and a scholar of the National Association for the Education of Homeless Children and Youth. Ida was homeless many times over her life, yet she never quit. We'll ask Ida about her life as a homeless girl and how she was motivated to work with homeless youth. Welcome, Ida. So, can you tell us a bit about yourself?

Ida: Hi, thanks for having me here today. Yes, I've been homeless on and off since the age of four. To begin with, our father died when I was three. Soon after his death, we moved to Waco to be with the rest of our family. We stayed with our relatives for some time. My mum had to work long hours while my sister was babysitting me. Later, the family we were living with had twin babies, so there was no room left for us. After that, we moved to many shelters and other safe places. When mum found out that she was diabetic, I was in 4th grade. Her health was mostly unstable after that, and she couldn't hold any of her jobs. In the end, I had to relocate and attend a new school every time my mother got a new job.

Podcast Host: How did this situation affect your education?

Ida: Moving from one school to another made me fall behind the other students. While I was looking for support for my education, I met the Homeless Education Assistance Act. This service helped me to stay at the same school despite my housing problems. I'm in college now and planning to go so much further.

Podcast Host: Why do you want to help other homeless children and youth?

Ida: My experiences led me to help other homeless young people. Last year, I took part in a briefing on homeless children and youth that was held in the parliament. I also became the leader of the homeless children while I was coordinating the Youth Task Force.

Podcast Host: Well, that's really amazing, Ida! Thank you very much for coming. That's it for this week's episode of *Cyber Inspire*. Happy podcasting!

CLIL (TRACK 3.6)

Finding the Balance

Mind-body therapy is a set of healing methods. It studies the links between the brain, mind, body and behaviour, and also how emotional, mental and social factors can have a direct effect on health. It shows methods that improve each person's capacity for self-awareness and self-care. Art therapy, qi gong, group therapy and dance therapy are some examples of mind-body therapy treatments. Many studies have shown in the last 20 years that mind-body therapies can help patients with coronary heart disease. They support people who are already getting regular treatment to stay healthy for another two to five years. People who are in pain also frequently seek relief through mind-body therapy. Some mind-body therapies help patients suffering from painful illnesses such as migraine headaches, multiple sclerosis and epilepsy. Research on these therapies has found evidence that they are quite effective. Similarly, studies on cancer patients show that mind-body therapies improve mood and quality of life while also reducing disease and treatment-related symptoms such as nausea, vomiting and pain after chemotherapy. In short, mind-body therapy improves the performance of modern medicine, and it's especially beneficial to people with chronic illnesses who need extra help.

WORKBOOK LISTENING SCRIPT (TRACKS 3.1, 3.2)

Speaker 1

A couple of decades ago, my parents decided to leave our hometown to open a restaurant in the city. The business was so successful that they went on to open more restaurants in different places. I'm now in charge of some of them. I'm working hard to grow our family business.

Speaker 2

When I was a little girl, I used to live in a village. We had a farm where we used to grow wheat and raise animals. Life was hard, but we were very happy. My parents decided to sell our farm and move to the city to be closer to our relatives. They are retired now, and I work at a company. I miss nature.

Speaker 3

I've been in this city for two years. When I decided to move here, my family wanted to come with me. As we could only afford one person's travel and accommodation expenses, they couldn't leave our hometown. I've been saving money for my parents for a while and hope to live in the same city soon.

Speaker 4

When I first left my town for university, it was quite difficult to be away from home. For a while, I couldn't get used to living alone, but later I realised that it was nice to make my own way in a new place. I'm graduating from university next year, and I want to get a job here. Maybe someday, I'll get married and have a family here. It'll be nice to visit my parents with my new family on holidays.

THEME 4 WHAT A LIFE

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 4.1, 4.2)

Terry Fox was a real sports freak. He was running and at the same time, playing soccer and basketball while he was in high school. Unfortunately, at the age of 18, his right knee began to hurt. He went to the doctor and got the awful news there. He was diagnosed with bone cancer, and he required surgery. Terry was about to lose the majority of his right leg. Terry's basketball coach visited him in the hospital the night before his surgery. He showed Terry a newspaper article about a man who ran the New York City Marathon with only one leg. At that moment, Terry decided to raise money for cancer research by running across Canada after his surgery. Several weeks later, he was able to walk with an artificial prosthetic leg. During his recovery, he started to run a little distance every day although running was painful and exhausting. By the end of the year, he was running 18 km a day. In April 1980, Terry started his run across Canada. He called it the Marathon of Hope. Terry was successful in raising $23.4 million for cancer research. Regrettably, Terry began to feel worse in September of that year because cancer had returned and spread over the rest of his body. When people heard about his illness, Terry received thousands of letters from all corners of the world. A documentary about him aired on Canadian television, raising $10 million for the Canadian Cancer Society. Terry Fox died in 1981 losing his fight with cancer. However, his story didn't come to an end when he died. Terry Fox runs began around the world. The first Terry Fox run, held in 1981, gathered about 300,000 people throughout the world. His legacy will live on forever, as his impact is still felt across the world today.

WORKBOOK LISTENING SCRIPT (TRACKS 4.1, 4.2)

Today, I am here to talk about a real superman whose talent and determination will be remembered forever. Christopher Reeve, who was born in 1952, was a legendary American actor, director and writer. With his blue eyes and athletic build, Reeve starred in four *Superman* movies. He was a hero not just in the movies but in real life. Reeve dedicated his life to those with disabilities after the injury which left him paralyzed. After he had graduated from high school, Reeve attended Cornell University, where he earned a bachelor's degree in English and music theory in 1974. While he was studying at Cornell University, he continued his drama education. Reeve was also a licensed pilot and had flown solo across the Atlantic twice. May 27th, 1995 was the day that changed his life forever. He was a talented horseman, and that day he was taking part in a competition. Suddenly, the horse stopped, and he was thrown from the horse. He remained in intensive care for five weeks. When he recovered, doctors told him he could not walk anymore. Despite all the obstacles, he used his star power to raise awareness for the disabled. He became a real superman to millions of people. Throughout the 80's and early 90's, he received several awards. He wrote two autobiographical books, *Still Me* and *Nothing is Impossible*. On October 10th, 2004, he died 15 days after his 52nd birthday. He lived the role of a superman throughout his life. He was able to inspire hope in people with spinal cord injuries, Parkinson's disease and Alzheimer's.

THEME 5 BACK TO THE PAST

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 5.1, 5.2)

Dialogue 1

Karen: I wish you hadn't gone to the concert without me last night. I really felt upset.

Nigel: If you hadn't been late again, I wouldn't have left home without you. I came home, got dressed and waited for you, but you didn't turn up, Karen. Listen, you must learn time management.

Karen Oh, come on, Nigel. I arrived home only half an hour later than we agreed. By the way, it was quite early for the concert. I think there is something more than that.

Nigel: Oh, Karen. If you had kept me posted on your arrival time, I would have waited a bit longer. However, you didn't.

Karen: My phone's battery died, and I couldn't charge it because I forgot my charger somewhere.

Nigel: Oh, Karen. You are always doing this. I wish you had planned everything before going to the concert. It wasn't my fault. Sorry.

Dialogue 2

Linda: Hey, Jimmy. I saw the photo that you posted on your account. I wish you hadn't shared it.

Jimmy: Why? Didn't you like it? If you had chosen a photo, I would have shared that one for sure.

Linda: No, that's not the problem. I would have uploaded my photos to my own account if I had wanted.

Jimmy: Really? If you had told me about that, I wouldn't have done that.

Linda: I thought you'd already known that. I'll be happy if you delete it..

Jimmy: Sure, Linda. I'm so sorry about that.

Linda: Oh, please don't do that. Just remember not to put on that shirt on any special occasions.

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 5.5, 5.6)

Speaker 1, Wendy

When I was a teenager, I always wanted to hang out with my friends. Actually, the lessons seemed quite hard to me, and mostly I preferred watching films instead of studying. As a result, I couldn't study at college and had to get a job with difficult conditions. When I was only 22, I decided to get married, and five years later, I had two children. When I look back now, I wish I had made different choices. First of all, I wish I hadn't given up so early and tried on my lessons more. I wish I had struggled to get a college education and, of course, I wish I had had a more comfortable job. The last thing is that I wish I hadn't gotten married at an early age and had been a mother a bit later.

Speaker 2, Dan

I have just retired from a long and tiring job. For forty years, I only lived for my business. I didn't go on holiday with my family and even worked hard at weekends. I wanted to work more and more to earn a lot. I didn't know how to enjoy life. After I retired, I realised that I missed too many important events in my family. I wish I had seen this many years ago and spent more time with them. I wish I hadn't been busy trying to earn a lot. And I wish I had stopped that crazy life earlier and had a chance to rest more. Maybe it is not too late, and I can witness my grandchildren growing up.

WORKBOOK LISTENING SCRIPT (TRACKS 5.1, 5.2)

Barbara: I wish I had followed your advice about the history lesson, Mum.

Mum: What happened? Come on, help me with the salad while telling me.

Barbara: I failed the exam. I'm so sad!

Mum: Oh, Barbara! I knew it! If you had done what I said, you would have been happy.

Barbara: Probably! You could have been a little more specific, though! You said nothing but just "Study day by day".

Mum: I think that was a good, simple direction. I wish you had followed it.

Barbara: Yeah, me too. However, if you had studied with me regularly, I would have passed the exam. You've always been good at history.

Mum: Barbara, you're not a kid anymore! You are responsible for your own study routine. Maybe this failure will teach you a lesson for the future. Come on now, don't worry so much.

Barbara: It's easier said than done! Anyway, let's have the salad.

THEME 6 OPEN YOUR HEART

STUDENT'S BOOK LISTENING SCRIPT (TRACK 6.1)

Narrator: It was a very warm and calm summer afternoon in Aix en Provence until the scream of Madame Charlotte. Her scream was so loud that it must have disturbed all the neighbourhood. A very precious painting on her wall was missing, and it might have been stolen by someone. Maybe someone very close to her … Let's listen to the story and try to guess what could have happened there.
Detective: Hmm, I've found some clues … Write down, Johnson; the fingerprints on the wall, a hidden bottle of bleach behind the door and some crumbs on the floor.
Johnson: Detective, may I also mention the little paint drops on the floor?
Detective: Well done, Johnson. Let's start questioning everyone in this house and learn their alibi. We should consider each resident as a suspect until we find out the truth.

STUDENT'S BOOK LISTENING SCRIPT (TRACK 6.2)

Detective: Madam Lisa, where were you today between 2 p.m. and 3 p.m.?
Lisa: Ehm ... I was washing the dishes downstairs. I was going to clean the upstairs rooms, but I heard Monsieur Lorenz talking in the dining room and I didn't want to disturb him.
Detective: Monsieur David, where were you exactly at that time? You must have been in the garden with your petunias, right?
David: No, Sir, unfortunately, no … I had to use the bathroom for a long while. I must have eaten something very wrong in the morning.
Detective: (Sarcastically) Monsieur Dufour? Could you please tell me why there are some crumbs on the floor very close to the lost painting? You must have had some free time, right?
Dufour: I'm sorry, sir. Being the cook of this house doesn't mean that I should keep track of every crumb on the floor. At 2.30 p.m. I was at the market and getting some food for dinner.
Johnson: Detective! Aren't the fingerprints on the wall too small for a grown-up? There must have been someone else at the house, too!
Detective: Brilliant deduction, my dear Johnson! Madame Charlotte? Could any other guests have visited this house?
Charlotte: Actually, yes, my niece Alex is here for a short visit.
Detective: Where is he now? Can I talk to him, too?

STUDENT'S BOOK LISTENING SCRIPT (TRACK 6.3)

Detective: Dear Alex, do you enjoy your time here?
Alex: Yes, sir. Actually, no. I mean… I'm having a great time here, but sometimes it gets boring. That's why … Ehm … nothing sir.
Detective: Alex, do you have anything to tell me? You can open your heart to me.

STUDENT'S BOOK LISTENING SCRIPT (TRACK 6.4)

Narrator: It was almost midnight, and finally, Alex decided to come clean and tell everything to the detective.
Alex: Sir, I'm so sorry, I should have told you everything at the beginning. The truth is that I was so bored here and decided to invite my friend, Francois, who is living next door. First, we took some chocolate cake secretly from the kitchen, but we heard the cleaning lady coming. We tried to hide ourselves in the bathroom, but someone was there. We ran upstairs. While running, I lost my balance and flew into the painting, smashing my chocolate cake in the middle of it. Francois and I tried to clean it with bleach, but the paint started to flake off. We were so worried that we decided to hide it until we found someone who could repaint it.
Detective: Thank you, Alex, for opening your heart to us, and never forget, honesty is the best policy. Well, Johnson, note down that the case is over.

WORKBOOK LISTENING SCRIPT (TRACK 6.1, 6.2)

The year was 2015, and I was an Erasmus student in Poland. I had an amazing time studying in Warsaw. I was travelling on a double-decker bus. On my wrist, there was a watch that had been passed down from my grandmother to my mother and then to me. Naturally, it was really precious. While I was getting off at the bus stop, the watch slipped off. I realised that my wrist was empty only after the bus had left. I tried to chase the bus but in vain. Helpless and hopeless, I shouted out to alert the passengers just in case anyone found my watch. I should have worn my watch on special days. Feeling terribly sad, I reported my loss to a police station next to the bus stop. Unfortunately, they said that there was no hope of getting it back. At that moment, a teenage girl came running up. 'Is this your watch?' she asked, breathing fast. Indeed, it was. My precious watch was in my hands again. The teenager must have stood on the footboard of the bus when she heard me shout. Ignoring her destination, she got off at the next stop and ran all the way back to find me. Feeling over the moon, I thanked this big-hearted girl over and over again for what she did for me. It must have been my luckiest day.

THEME 7 FACTS ABOUT TÜRKİYE

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 7.1, 7.2)

Daniel Dinn: Hello, history buffs! I'm Daniel Dinn and this is Historic Arc, the weekly podcast about historical sites. Today, we'll hear about Sagalassos from Duygu Jenkins, an archaeologist and professor. Welcome, Miss Jenkins. Could you tell us where Sagalassos is?

Duygu Jenkins: Hi, everyone! Sagalassos is located in the south-west of Türkiye, around Burdur and Isparta. During the Persian Empire, it was known as the wealthiest city of Pisidia, a region in today's Isparta. Sagalassos was taken from the Persians in 332 BC by Alexander the Great and given its greatest years.

Daniel Dinn: It must have been spectacular! What about the Roman period?

Duygu Jenkins: It was again the most important city during the Roman period. Emperor Hadrian loved Sagalassos so much that he declared it as the empire's centre and renamed it as the "first city" of Pisidia. Even now, the Roman influence can be seen in the architecture of the region.

Daniel Dinn: Later, the population was forced to move to Ağlasun, Burdur. When and why did this happen?

Duygu Jenkins: In the 13th century, the people of Sagalassos were pushed to Ağlasun by diseases, earthquakes and invasions. Fortunately, the new region was protected by the Taurus Mountains range. Most of the city's ruins now are in Akdağ.

Daniel Dinn: What types of architectural ruins can be found in the area?

Duygu Jenkins: The bone-white stone ruins were preserved very well here for ages thanks to the mountains. These are a large city centre, a well-preserved amphitheatre, a Doric temple, thermal baths, an agora, a nymphaeum and huge monuments. However, many of those monuments were destroyed by wild plants and corrosion. Luckily, since 2015, the Ağlasun site has been restored by the local stone artisans and conservation architects with the Global Heritage Fund.

Daniel Dinn: That's wonderful! Thanks a million for the helpful information and for your time, Miss Jenkins.

WORKBOOK LISTENING SCRIPT (TRACKS 7.1, 7.2)

Viola

Next summer, I'd like to take my backpack and go to this lovely beach where the Caretta Caretta sea turtles lay their eggs. I haven't made a reservation yet, but I'm planning to stay at one of the local guest houses. Lying in the sun for hours may seem quite relaxing to most people, but I'm not that type of person. Instead of getting a suntan, I prefer walking along the ancient ruins and trying different sports activities.

Travis

Last year, I visited some of the well-known archaeological sites and museums in Türkiye. This one was my favourite. The museum took me on a journey from the Archaic Ages to the Byzantine Ages. Because of the rich interactive displays and beautiful graphics, I was able to imagine life in the ancient city. Fortunately, there was a long ramp between the floors instead of stairs, so I had no trouble touring the building despite my physical disability.

Susan

This historic area is my favourite spot in İstanbul. I suggest everyone sit on one of the benches around the fountains and enjoy the peaceful and historic atmosphere here. You'll be surrounded by the city's most popular attractions, museums, mosques and historical sites. It's easy to walk around the region because it's largely traffic-free.

THEME 8 SPORTS

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 8.1, 8.2, 8.3)

Podcaster: A big hello to all my listeners. Today, I have two guests here with me. Andy Richardson, the mountain biking champion of this year, and Lisa Brown, who runs her own skydiving school in Texas. Right, Andy, first things first. Let's start with you. Can you tell us a bit about mountain biking?

Andy: Mountain biking is a way of life, and in my opinion, it's for people who are young at heart. You need to be active and energetic.

Podcaster: What kind of equipment do you need to do this sport?

Andy: First of all, you need a well-maintained mountain bike. A brain bucket, also known as a helmet, knee pads and cycling gloves.

Podcaster: So, can we call it an expensive sport?

Andy: Once you own the equipment, it becomes cheap.

Podcaster: Why mountain biking, Andy?

Andy: Mountain biking makes me feel more connected to nature. The more time I spend in undeveloped nature, the happier and healthier I become. The only problem is that you can hurt yourself if you aren't careful enough.

Podcaster: I agree with you, and I suppose you need a good sense of balance.

Andy: Yes, for sure, and also you have to be fit, especially if you intend on doing jumps and spins.

Podcaster: Alright. Thank you, Andy. Time to speak with Lisa now. What in heaven's name attracted you to skydiving? Inform us, please.

Lisa: It's difficult for me to explain exactly what attracted me, but I can say with each jump I've experienced the most thrilling times of my life. Skydiving is, in fact, a risky sport. Good training is absolutely essential to reduce the possibility of accidents.

Podcaster: Can you please talk about the training you offer in your school?

Lisa: AFF, or accelerated freefall, is the program we use to teach new skydivers. You learn everything about flying your body, deploying your parachute and flying to earth. Then, you jump accompanied by two highly experienced AFF instructors who hold you tight at the beginning. As you progress through the jumps, they become less active, and you're able to fly independently.

Podcaster: Sounds awesome! We're running out of time. Please tell us about the equipment needed briefly.

Lisa: AAD (Automatic activation device), helmet, goggles, jumpsuit, altimeter and harness.

WORKBOOK LISTENING SCRIPT (TRACKS 8.1, 8.2)

Speaker 1: Match point. Lisa to serve. Oh, wait a minute! Rose seems to have a problem with her racquet, she's gone off the court to get another one. OK, here she is now. Lisa gets ready to serve again … and … it's in! Rose couldn't get to the net in time! Game, set and match to Lisa.

Speaker 2: This is the match the fans have been waiting for all season. Brad kicks off … he passes the ball to Mark. Mark to Richard. Oh! Jason's just fouled there! Yes, the referee's showing him a yellow card … Back to Chris, and he's flying towards the goal … and … yes … it's a goal!

Speaker 3: Yes, this is it! The Glasgow Teens have only a matter of seconds to save themselves from defeat by the York Sheers. Harry has the ball and he's racing up the court. He passes it to Bill, and Bill shoots it. Yes, it sails through the basket. There goes the whistle. Victory comes for the Glasgow Teens.

Speaker 4: We're into the third quarter now, and both sides are definitely getting tired. They've been racing up and down the pool for the last twelve minutes, and the Great Aquafans are still a goal behind in this championship final. Oh, hold on! Mia, the Aquafans' captain, has just been pushed under by the Nymphs' player number four. She gets a warning for a foul from the referee. Now, Mia can score with this throw. Yes! What a goal!

THEME 9 MY FRIENDS

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 9.1, 9.2)

Radio Presenter: Hello, everybody. Today's subject is school fundraising events. I have three guests from different schools. We'll learn about their favourite activities during the events. Let's start with Oliver. When was the last time you organised a fundraiser? Which one was your favourite?

Oliver: Last month, we raised money for an animal shelter. We had a number of activities at the open-air theatre near our school. My favourite one was the Battle of the Bands, in which several music bands competed. It was a lot of fun. We made donations to decide the sequence in which our favourite bands would perform. The bands put on a fantastic show, and we also donated to determine the winner. In the end, we raised £4,500, which was a real success for our school.

Radio Presenter: Thank you, Oliver. Yes, Gina. It's your turn now. What would you like to share about your experience?

Gina: On the first Sunday of March, we organised events to improve the science labs of our school. What I liked most was the scavenger hunt. The groups that wished to attend this event had to pay a fee. In the morning, we met in the school garden to collect the most scavengers from around the school. The winning team designed their own T-shirts with various motifs. At the end of the day, we sold these T-shirts to raise more money. We were able to raise around £2,500, which was used to buy scientific equipment.

Radio Presenter: That sounds like a lot of fun, Gina. The next student is Leila, who is from an art school. I guess your favourite event is related to art.

Leila: You're right. We recently held a fundraiser to support the education of young artists. We organised an art show at the town hall where students displayed their artworks from the school year. The main source of income came from the students. We also collected money from the visitors. I'm not sure how much money we raised, but it was far more than we expected. Finally, I should mention that on May 12th, we'll be holding a schoolyard sale to raise money for food banks. Everyone is invited.

Radio Presenter: Thank you all guys. You all have a soft spot in your hearts for goodness.

WORKBOOK LISTENING SCRIPT (TRACKS 9.1, 9.2)

My name is Catherine. My dearest pal is 19 years old. She is my daughter, Julie. She is currently living in Dublin. She started university there. We rented her a small but comfortable flat. However, she was unhappy at first since she was lonely. Now, she is sharing the flat with two other students. They are both from Monaco. Last week, I visited Julie. We missed each other so much that we did lots of things together. We went for walks in a park very close to her flat. We visited a couple of museums, and I saw some amazing artworks. She took me to the cinema. I liked the historical building more than the film. Finally, we dined at some of the local restaurants. I tasted different types of dishes. Once more, I had a wonderful time with my best friend.

THEME 10 VALUES AND NORMS

STUDENT'S BOOK LISTENING SCRIPT (TRACKS 10.1, 10.2, 10.3)

Host: Ladies and gentlemen, welcome to our show "Amazing Technology." Tonight, we are hosting two humanoid robots Sonia and Ian who travelled to four corners of the world to observe human values and lifestyles. Well, let's start with Sonia. What was the purpose of this journey?

Sonia: You know with the advance of artificial intelligence, friendly human-robot interaction, which is called "Robotiquette" has gained importance, and we have to adapt ourselves to humans' way of living and learn how to behave towards them.

Host: Can you say that it worked?

Ian: Yes, definitely, but at first, it sounded a bit strange to see each culture has different traditions. What is considered as polite in one country can be considered as rude behaviour in another one. This was very confusing for us.

Sonia: To be honest, these greeting customs are a little bit troublesome. I mean, in Japan, they bow to greet someone as a sign of respect, but in most European countries they kiss on the cheek two times though Swiss people do this three times. On the other hand, they touch noses in Arab countries.

Host: Did you enjoy this long journey despite its confusing parts?

Ian: Yes, definitely. Thanks to the hospitality of many people around the world, we were invited to their homes.

Sonia: Now, we have many friends on social media, but I must admit that, from time to time we had difficulty with table manners. In countries, such as India and Morocco, they use their right hand while eating whereas touching a meal is considered very impolite in Brazil.

Ian: They even use a fork and knife for a sandwich in Germany.

Host: Did you try chopsticks in Japan?

Sonia: Of course, we did, but when Ian started to play with them, they warned us that it was considered very rude. Ha ha!

Host: Well, it sounds that you collected a lot of information about humankind, which makes me a bit preoccupied.

Sonia: No worries! It's true that we collected information about you, and most of your norms and values can be programmed in our chips, but only one value will take time or even won't be able to be programmed at all.

Host: Hmm, what is it, then?

Sonia: It's simple. Love. Loving nature, your family and friends. For no reason, it occurs and you can't reset it.

Ian: For me, it's a programming mistake of the human brain.

Sonia: Come on, Ian. Would you have tears in your eye cameras when you see a beautiful sunset?

Ian: I'm not sure I understand.

WORKBOOK LISTENING SCRIPT (TRACKS 10.1, 10.2)

James: Well, Alya, here are some things that I think would be useful before you go to Britain.

Alya: Oh, James, I really need your life-saving tips. You know it's very important to know the etiquette rules of that country.

James: Sure, and the body language, too. Let's start with handshaking. Both in formal and semi-formal situations, shaking hands is considered very normal when you meet someone for the first time. By the way, you should extend your hand to men first and shake hands again when leaving.

Alya: Hmm …! Cool. Keep going, James. I'm noting down.

James: Well, in terms of personal space, British people feel uncomfortable if you stand too close to another person, so try to keep some distance. Also, it's important to make eye contact when you talk to Brits, but don't overdo it because staring is considered rude. Gestures such as hugging and backslapping are not recommended. Shouting or being loud in public places is never acceptable and don't use demonstrative hand gestures while speaking.

Alya: Thanks a million!

James: Not at all. Keep these points in mind. I'm sure you'll have a comfortable and enjoyable visit.

WORD LIST

THEME 1 FUTURE JOBS

by word of mouth (idiom)
culinary (adj)
grounded (adj)
hands-on experience (n)
innovative (adj)
inquire (v)
intern (n)
keep up (with) (phV)
mesmerising (adj)
response (n)
schedule (n)
scholarship (n)
take matters into your own hands (idiom)
vacancy (n)

THEME 2 PLANS

gifted (adj)
calligraphy (n)
cash in on (phV)
coding (n)
embroidery (n)
give up (phV)
letdown (n)
low-key (adj)
pastime (n)
pursue (v)
talented (adj)
upcycling (n)
uphill struggle
volunteer (v)

THEME 3 HARD TIMES

donation (n)
immigrate (v)
inspire (v)
last resort (idiom)
scholar (n)
shelter (n)
steady (adj)
struggle (n)
toss (v)
touching (adj)

THEME 4 WHAT A LIFE

accessible (adj)
acquire (v)
announce (v)
attack (v)
diagnose (v)
discover (v)
exhausting (adj)
journalism (n)
masterpiece (n)
recovery (n)
regrettably (adv)
release (v)
solitude (n)
sophisticated (adj)
surgery (n)

THEME 5 BACK TO THE PAST

ambitious (adj)
criticise (v)
dedicate (v)
embrace (v)
fulfilling (adj)
in hand (idiom)
keep (someone) posted (idiom)
nap (v)
priority (n)
put on (phV)
questionable (adj)
ramble (v)
regret (v)
turn up (phV)

THEME 6 OPEN YOUR HEART

alibi (n)
clue (n)
come clean (idiom)
compassionate (adj)
earth angels (n)
evidence (n)
get back (phV)
hug (v)
humanity (n)
interrogation (n)
kindness (adj)
be over the moon (idiom)
selflessly (adv)
suspect (n)
unthinkable (adj)
vendor (n)

THEME 7 FACTS ABOUT TURKİYE

acropolis (n)
bone-white (adj)
conservation (n)

cradle of (idiom)
date back to (idiom)
discover (v)
go beyond (phV)
influence (n)
invasion (n)
landmark (n)
remains (n)
settlement (n)
spectacular (adj)

THEME 8 SPORTS

accelerated (adj)
accomplish (v)
adrenaline junkie (n)
altimeter (n)
deploy (v)
freefall (n)
glimpse (v)
harness (n)
knee pads (n)
life-enhancing (adj)
no pain no gain (idiom)
show off (phV)
well-maintained (adj)

THEME 9 FRIENDS

co-founder (n)
conservative (adj)
devoted (adj)
display (v)
genius (adj)
have a soft spot for (idiom)
fundraiser (n)
humble (adj)
donation (n)
mastermind (adj)
notable (adj)
passionate (adj)
pay (v)
perspective (n)
raise (v)
surgeon (n)
treadmill (n)

THEME 10 VALUES AND NORMS

commuter (n)
culture shock (n)
custom (n)
difference (n)
etiquette (n)
forgiveness (n)
generosity (n)
honesty (n)
impact (n)
justice (n)
liberating (adj)
norm (n)
opportunity (n)
respect (n,v)
responsibility (n)
value (n)

VISUAL REFERENCES

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